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ABSTRACT

These business education curriculum guidelines are designed as a guide for teachers, counselors, and administrators involved with business education in Montana. Introductory materials include the goals of business education and suggested curriculum patterns for different business and office education programs. Guidelines are provided for 17 courses: accounting, basic business, business communications, business law, business machines, business mathematics, consumer economics, cooperative office education, data processing, economics, keyboarding, office procedures, recordkeeping, shorthand and transcription, simulated office laboratory, typewriting, and word processing. For each course, some or all of these components are included: length of course; grade level; brief overview; objectives; a topical outline; teaching methods; evaluation, standards of performance, testing, and grading; listings of textbooks and references, audiovisual aids, and equipment and supplies; and layout and facilities. Names and addresses of publishers, distributors, and suppliers are appended. (YLB)

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Business Education Curriculum Guidelines

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1983

BUSINESS EDUCATION CURRICULUM GUIDELINES

Office of Public Instruction
Ed Argenbright, Superintendent
Helena, Montana

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RELATED PUBLICATIONS FROM THE OFFICE OF PUBLIC INSTRUCTION:

COOPERATIVE EDUCATION COORDINATORS HANDBOOK

GUIDELINES FOR VOCATIONAL EDUCATION IN MONTANA

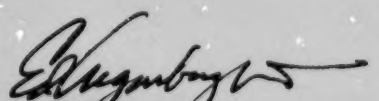
THE ELEMENTS OF COMPUTER EDUCATION--A COMPLETE PROGRAM

Introduction

Business and office education courses are an integral part of the comprehensive high school instructional program. With increasing emphasis being placed on effective business education, curriculum planning and subject area guidelines are vitally important. This publication has been designed to serve as a guide for teachers, counselors and administrators involved with business education in Montana, and it also may supplement each school's evaluation and planning efforts for improved business education.

The contents of this guide resulted from a business and office education curriculum class conducted during the summer of 1980, which was sponsored by the Office of Public Instruction and directed by Dr. Floyd C. Frost of the School of Business at Montana State University in Bozeman. The members of the class were: Doris Ackerman, Sidney High School; Thelma Anderson, Northern Montana College, Havre; Sam C. Askeland, Simms High School; Virginia Hartman, Montana State University, Bozeman; and James K. Hunter, Fergus County High School, Lewistown. Appreciation is expressed to the class, staff and all participants for their cooperation and enthusiasm.

Continued cooperation and consultation, of course, are indispensible in an endeavor of this nature. Please consider these guidelines as **suggested** guidelines, not as a syllabus or course of study to follow. We encourage your suggestions for future updating and refinement of the guide.



Ed Argenbright
State Superintendent

THE GOALS OF BUSINESS EDUCATION

As stated by the Policies Commission for Business and Economic Education, it is generally agreed that the purpose of Business Education in the secondary school should be threefold:

1. to prepare students for business occupations
2. to contribute to business-economic understandings for all students
3. to provide a background for advanced study in business.

The courses tabulated in these Guidelines, in various combinations, will contribute toward achieving these goals.

SUGGESTED CURRICULUM PATTERNS

Accounting/Data Processing Education

This program should provide students with a minimal background for clerical/recordkeeping type positions and a background for further training. The following courses are suggested:

Suggested Courses	Helpful Courses	Grade Level
Basic Business		9, 10
Typewriting		9, 10, 11
Business Mathematics		10, 11
	Business Communications	10, 11
Accounting		11, 12
Business Machines (Calculating Machines Unit)		11, 12
Business Law		11, 12
Data Processing		11, 12
Economics		11, 12
	(Mathematics as recommended by the Math Department)	

Basic Business Education
(Nonvocational)

Basic Business Education is needed by everyone to help solve personal business problems, to help understand our economic system, and to function as consumers and citizens. The following courses are suggested for this program:

Suggested Courses	Helpful Courses	Grade Level
Basic Business		9, 10
Typewriting		9, 10, 11, 12
	Business Mathematics	10, 11
Consumer Economics		11, 12
Economics		11, 12
Business Law		11, 12
	Accounting or Recordkeeping	11, 12
	Data Processing	11, 12

Clerical Office Education

Clerical office wrokers make up a very large percentage of the office work force. The following courses are suggested for entry-level clerical office positions:

Suggested Courses	Helpful Courses	Grade Level
Basic Business		9, 10
Typewriting (at least three semesters)		9, 10, 11
	Business Mathematics	10, 11
Business Communications		10, 11, 12
Accounting		11, 12
Business Machines		11, 12
	Business Law	11, 12
Data Processing		11, 12
Word Processing		11, 12
	Economics	11, 12
Office Procedures		12
Simulated Office Laboratory and/or Cooperative Office Education		12

Preparation for Advanced Study in Business

No attempt is made to suggest a combination of courses in preparation for advanced study in business. Student goals for advanced study are so diverse that the decision should be left to the student and the business teacher and/or counselor. However, it is suggested that Basic Business and Typewriting should be included in the programs of all students who plan to pursue advanced education in business. Basic Business will provide a broad, basic understanding of how businesses operate. All students will find it most beneficial to be able to operate a typewriter or typewriter-like keyboard efficiently throughout their educational career and beyond.

Secretarial Office Education

Secretarial office positions may require shorthand recording and transcription skills, and these skills are often a factor when promotion to a higher level position is considered. The following courses are suggested for entry-level secretarial office positions:

Suggested Courses	Helpful Courses	Grade Level
Basic Business		9, 10
Typewriting (at least three semesters)		9, 10, 11
	Business Mathematics	10, 11
	Business Communications	10, 11, 12
Accounting		11, 12
Business Machines		11, 12
	Business Law	11, 12
Data Processing		11, 12
Word Processing		11, 12
Shorthand and Transcription		11, 12
	Economics	11, 12
Office Procedures		12
Simulated Office Laboratory and/or Cooperative Office Education		12

ACCOUNTING

One year Grades 11 or 12

The study of accounting should provide the student with an understanding of the basic principles of the accounting cycle from the analysis and recording of business transactions to the preparation and interpretation of the financial statements and supporting data, including an introduction to flow charts and systems. Attention should be given to payroll deductions and related taxes. The student should become acquainted with the automated electronic data processing procedures now used in accounting practice.

Emphasis of economic understanding should be part of every phase of accounting whether or not a course in economics is offered separately. Accounting students should learn the "why" and well as the "how." A unit on income taxes should be taught in January or February.

I. OBJECTIVES*

The student will

A. Demonstrate an understanding of the accounting equation and accounting cycle.

B. Develop a comprehensive vocabulary of accounting and business terms.

C. Use business papers and forms commonly used in business transactions and, by thinking logically, explain the "why" as well as the "how" of the solution.

D. Demonstrate desirable business attitudes, work habits and ideals needed in business such as regular attendance, neatness, legibility, accuracy and honesty, use time wisely, meet obligations promptly, follow instructions, accept responsibility, keep information confidential and get along with others.

E. Differentiate between the manual and automated data processing cycle in accounting.

F. Prepare personal income tax returns.

II. UNITS--TYPICAL OUTLINE

A. The accounting cycle--simplest form.

1. Accounting equation.
2. Opening entry.
3. Analyzing and journalizing transactions.
4. Posting.
5. Proving accuracy of posting.
6. Six-column work sheet.
7. Financial statements.
8. Closing the ledger.

B. The accounting cycle--special journals and subsidiary ledgers.

1. Purchases Journals.
2. Cash Payments Journal.

* The minimum acceptable standards should be determined by the individual teacher.

3. Sales Journal.

4. Cash Receipts Journal.

5. Miscellaneous entries in general Journal.

6. Post of general and subsidiary ledgers.

7. Checking accounts and reconciliation of bank statements.

8. Work sheet with adjustments.

9. Financial reports--merchandising business.

10. Adjusting and closing entries.

C. Personal income taxes.

D. Introduction to automated data processing.

1. Automated data processing in accounting.

2. Automated data processing systems.

E. The combination journal for transactions affecting petty cash, sales, purchases and payroll.

F. Special accounting transactions.

1. Fixed assets and depreciation.

2. Disposing of fixed assets.

3. Bad debts, valuation and aging of accounts receivable.

4. A cash register accounting system.

5. Sales taxes.

6. Notes and interest.

7. Accrued income and accrued expenses.

8. Wise use of consumer credit.

G. Partnerships, corporations and cooperatives.

III. TEACHING METHODS

The mechanical aspects of accounting and the development of the understanding of the uses to be made of this data are both important and can and should be developed together. However, different methods of instruction are required in developing each area.

A. Visual aids should be used throughout the course. The chalkboard and overhead projector can be used daily. Bulletin boards and posters effectively illustrate points. Students' work may be displayed. Timely filmstrips and motion pictures are valuable.

B. T-accounts are often the best method of explaining an accounting concept.

C. Practice sets review all the components learned and serve to tie together all the phases of accounting. They may be worked individually or by groups.

D. Class reports, panels, debates and discussion may be used.

E. Students may check their own work or that of others. Instructor may spot check.

F. The students who complete the basic assignments may, as a special project, set up an accounting system for a typical local business.

G. Field trips, especially to a bank or a business with computers, are of great interest. Talks by businessmen about their accounting procedures and local surveys also add to accounting knowledge.

IV. EVALUATION, STANDARDS OF PERFORMANCE, TESTING AND GRADING

A. The most common criteria for assigning grades in accounting are examinations, homework assignments, class recitation and practice sets or projects.

B. Examinations are in two categories: those published by the textbook companies, usually objective unit tests, but also problem tests over the unit; and teacher-made tests.

C. Promptness in handing in work, accuracy, legibility and neatness all have a part in grading. Homework assignments need not be checked in great detail. Homework, class recitation and discussion may be evaluated by a plus, a minus, a zero or other indication of participation or accomplishment.

D. Practice sets or projects review the work presented. They may be checked for accuracy and legibility. Objective tests, from publishers or teachers, may be given on the practice sets.

V. TEXTBOOKS AND REFERENCES

Texts

South-Western Publishing Company
Gregg Division McGraw-Hill Book Company, Inc.
Pitman Publishing Corporation
Prentice-Hall
United States Government, Internal Revenue Service. Teaching Taxes

References

South-Western Publishing Company
Prentice-Hall
Gregg Publishing Division, McGraw-Hill Book Company, Inc.
Walch, J. How to Teach Bookkeeping

Monographs (South-Western Publishing Company)

No. 118 Bookkeeping Instruction in the Twentieth Century and the Evolution of Twentieth Century Bookkeeping and Accounting.
No. B855 Dictionary of Bookkeeping and Accounting Terminology.
No. B652 Drills and Problems in Bookkeeping and Accounting. Arthur E. Carlson.
No. 85 Good Classroom Practices in Business Education.
No. 96 Helpful Hints in Teaching Bookkeeping and Accounting.
No. 62 Specific Teaching Methods for Bookkeeping and Accounting.
No. 101 The Teaching of Bookkeeping, 1960.

Booklets and Periodicals

American Institute of Certified Public Accountants
Boston University, School and College Relations, 705 Commonwealth Avenue, Boston, MA
National Federation of Business and Professional Women's Clubs
National Association and Council of Business Schools
International Business Machine Corporation
South-Western
McGraw-Hill Book Company
D.C. Heath & Company
Fraud Detection and Prevention Bureau, 2515 West 82nd Street, Chicago, IL
Public Accounting Services for Small Manufacturers, Superintendent of Documents, Bureau of Labor Statistics, Washington, D.C.
George F. Cram Company, Inc.
Better Business Bureau, 52 Chauncy Street, Boston, MA
Aetna Life Affiliated Companies, Hartford, CT
Superintendent of Documents, U.S. Government Printing Office
Chronicle Guidance Publications, Inc., Moravia, NY
Pamphlet No. 41, Establishing and Operating a Bookkeeping Service, Superintendent of Documents, U.S. Printing Office, Washington, D.C.
New York Life Insurance Company, Public Relations Department, 51 Madison Avenue, New York, NY 10016

"Safeguard Against Employee Dishonesty in Business." The Surety Association of America, 60 John Street, New York, NY
"Small Business Management Series." (16 booklets) Superintendent of Documents, U.S. Government Printing Office
Truth in Lending, 1966. Pamphlet No. 17. Dr. Richard L.M. Morse, Department of Family Economics, Kansas State University, Manhattan, KS

VI. AUDIO-VISUAL AIDS

Address from which films, filmstrips, transparencies, charts and posters may be ordered.

Films

Business Education Films, 5113 16th Avenue, Brooklyn, NY 11204
Coronet Instructional Films, 65 East South Water Street, Chicago, IL 60601
Mahnke Productions, 215 Third Street, Des Moines, IA 50302
Baily Films, 6509 DeLongpre Avenue, Hollywood, CA 90028

Filmstrips

Business Education Films, 5113 16th Avenue, Brooklyn, NY 11204
McGraw-Hill Book Company, 330 West 42nd Street, New York, NY 10036
South-Western Publishing Company, 11 Guittard Road, Burlingame, CA 94010
City College of New York
International Business Machines, Film Activities, Department of Information, 590 Madison Avenue, New York, NY 10022

Transparencies

South-Western Publishing Company, 11 Guittard Raod, Burlingame, CA 94010
Technifax Corporation, 195 Appleton Street, Holyoke, MA 01040
Pitman Publishing Corporation, 20 East 46 Street, New York, NY 10017
McGraw Hill Company, 330 West 42nd Street, New York, NY 10036
University of Kentucky

Charts and Posters

George F. Cram Company, Inc., 301 S. LaSalle Street, Indianapolis, IN 46206
Special Teaching Aids, 3408 N. Potomac Street, Arlington, VA 22213
Income Tax Return. Social Security Charts. Internal Revenue Service, District Office, Helena, MT, or Regional Office, Ogden, UT 84403

VII. EQUIPMENT AND SUPPLIES

A. Equipment

Electronic printing calculator
Overhead projector
Filmstrip projector
Movie projector
Projection screen
File cabinets
Desk trays
Bulletin boards and chalkboards
Below counter storage and overhead storage cabinets
Open shelves and magazine rack
Desks or tables (Min. size 20" x 30")
Chairs
Utility table

B. Supplies

Transparencies
Filmstrips
Adding machine tapes and ribbons
Ruled bookkeeping forms, by package

VIII. LAYOUT AND FACILITIES

A standard, well-lighted classroom with adequate electrical outlets

BASIC BUSINESS

(General Business, Introduction to Business)

One semester or
full-year course — Grades 9 or 10

Basic business will broaden the economic understanding for everyday living for all students by giving them an overall view of the place and purpose of business in our society. Such units as banking, insurance, credit, personal finance, business communications and taxes are studied. Fundamental processes of arithmetic in business situations and a vocabulary of business terms are integral parts of the course.

I. OBJECTIVES

The student will:

A. develop economic literacy by acquiring better understanding of the American economic system of a market economy.

B. research and prepare a paper investigating a career and give an oral synopsis of findings to the class.

C. demonstrate competencies and/or understandings in:

1. Banking
2. Personal finance and investment
3. Personal records
4. Consumer buying
5. Insurance
6. Business communications

D. participate in all activities related to making applications for employment.

E. devleop an awareness of equal career opportunities in business.

II. UNITS--TOPICAL OUTLINE

A. What is Business

1. Basic Economic Principles
   a. Market economy system
   b. The function of the individual
   c. Factors of production

2. Structure of Business
   a. Sole proprietorship
   b. Partnership
   c. Corporation
   d. Cooperative

3. Flow of money from government and business to the consumer and back

B. Money and Banking

1. What is money and its value

2. Basic structure of our monetary system

3. Banks
   a. Functions of banks
   b. Types of banks
   c. Services offered by banks
   d. Automation in banks

C. Personal Finance

1. Budgeting
   a. Planning a personal and family spending budget
   b. Keeping records of receipts and expenditures

2. Buying on credit
   a. Open accounts
   b. Installment buying
   c. Long-term obligations
   d. Credit reputation

3. Borrowing money
   a. Short-term credit
      1. Promissory notes
      2. Open accounts
      3. Computation of interest
      4. Where to borrow
   b. Long-term credit
      1. Mortgages
      2. Collateral
      3. Interest

4. Elements of a contract

5. Dangers of indiscriminate credit buying and borrowing

D. The role and function of advertising in the free-enterprise system

E. Insurance

1. Purpose of insurance

2. Kinds of insurance
   a. Personal
      1. Life
      2. Sickness
      3. Accident
   b. Property
   c. Liability
   d. Social Security
   e. Special protection

3. Policy as a contract

4. Insurance as savings

5. Premiums

6. Settlement options

7. Legal principles involved

8. Planning the insurance program

F. Savings

1. Bank

2. Savings and Loan Associations

3. Insurance

4. Investments
   a. Homes
   b. Stocks
   c. Bonds

G. Communications

1. Types
   a. Postal services
   b. Telephone
   c. Telegraph and cablegram
   d. Letter
      1. Composition
      2. Form
      3. Basic rules of letter writing

1. Uses
   a. Personal
   b. Business

H. Travel

1. Methods
   a. Private carrier
   b. Common carrier

2. Reading road maps and timetables

3. Itinerary planning

I. Shipment of Goods

1. Postal

2. Express

3. Freight

J. Basic Office Procedure

1. Filing

2. Communications

3. Records control

K. Taxes

1. Types

2. Purposes

3. Preparing individual income tax returns

L. Selection of an Occupation

1. Buisness-oriented occupations

2. Professions

3. Other vocational areas

4. Personal qualities for success in each area

5. Opportunities in each area
   a. Personal
   b. Financial

6. Advantages and disadvantages of vocational choices

M. Applying for a position

1. Contracts

2. Conduct

3. Appearance

III. TEACHING METHODS

The content and nature of Basic Business is such that the variety and schope of teaching methods is practically unlimited. The textbook should probably be used as a point of departure to help insure that no area is completely neglected. It should not be followed religiously, nor is it necessary to complete all units in sequence. Materials the students collect for such items as projects, reports and bulletin boards could be the backbone of the course.

A. Conduct a preview of the unit or part to be studied (pre-test). This avoids spending time on material with which the class is familiar.

B. Explain the principles of practices involved in the unit. Use examples from the community as much as possible.

C. Provide for a directed study period. Divide the class into intervals for study, laboratory work, field trips and discussion. Individual differences may be handles by differentiated assignments.

D. Use the community as a laboratory. Have carefully planned field trips--either the entire class or small groups which report back to the class.

E. Have representatives of business speak to the class.

F. Use multi-sensory aids. Timely films and filmstrips add interest to the units.

G. Provide for various kinds of discussion periods. Classroom situation with the teacher directing the discussion is recommended. Committee or round-table type of discussion with chairmen in charge is also suggested. A summary discussion period should be aimed at integrating and organizing the separate knowledges, attitudes, skills and appreciations gained.

H. Provide for occasional question and answer periods to provide an opportunity for review and reinforcement.

Aids in the teaching process:

1. use skits and role playing
2. have individual reports, panel discussions and debates
3. have each student plan a trip including methods of travel, itinerary, room reservations, expenses
4. use the teletrainer in the communications unit
5. read and clip pertinent items from local newspapers
6. utilize magazines and periodicals
7. prepare personal, family and club budgets
8. have a research project which will require the use of the library facilities
9. individuals and committees might have projects such as collecting information on various business topics, preparing bulletin boards, construction of posters and charts and conducting surveys on such topics as teenage buying
10. use the tape recorder and video tape for feedback purposes
11. compare media advertising
12. use local resources to help demonstrate proper job interview techniques
13. follow a court case
14. compare store prices per unit for various items
15. for exploratory purposes, visit other business classes
16. establish an investment portfolio

IV. EVALUATION, STANDARDS OF PERFORMANCE, TESTING AND GRADING

A course such as basic buisness is divided into units; therefore, the logical time for testing is at the completion of a unit. Short chapter quizzes are recommended.

Types of tests that may be used advantageously are

1. pre-tests
2. standardized tests
3. short answer tests
4. essay tests
5. problem tests
6. oral exams

The grading scale will be determined by each individual school or teacher.

Suggested teacher evaluation.

1. observation and analysis of student response and feedback
2. examination of accompanying workbooks, pupil-made notebooks, term papers and projects
3. analysis of individual and group discussion to find depth of understanding
4. analysis of tests given

V. TEXTBOOKS AND REFERENCES

Texts

Allyn & Bacon, Inc.
Gregg/McGraw-Hill
Houghton Mifflin
Prentice-Hall, Inc.
South-Western Publishing Company

Monographs (South-Western Publishing Company)

No. 107 - Motivation in Teaching General Business
No. G10A - Methods of Teaching General Business
No. G12A - Methods of Teaching General Business
No. 131 - General Business Skits

Other References:

Dictionary of Occupational Titles, U.S. Printing Office

Occupational Outlook Handbook

Periodicals:

Consumer Finance News, 1000 16th Street, N.W., Washington, D.C. 20036

Consumer Reports, 256 Washington Street, Mount Vernon, New York 10553

Fortune, Time and Life Building, New York, NY 10021

Nation's Business, 1615 H Street N.W., Washington, D.C. 20006

U.S. News and World Report, 2300 N Street, Washington, D.C. 20007

VI. AUDIO VISUAL AIDS

Association Films, 347 Madison Avenue, New York, N.Y. 10017.

Carousel Films, 1501 Broadway, New York, N.Y. 10036.

Sterling Movies U.S.A., 43 West 61st Street, New York, N.Y. 10023.

Coronet Films, 65 East South Water Street, Chicago, IL 60601.

Ideal Pictures, 1010 Church Street, Evanston, IL 60201.

Keystone Steel and Wire Company, Audio-Visual Department, Peoria, IL 61607.

Encyclopedia Brittanica Films, 1150 Wilmette Avenue, Wilmette, IL 60091.

U.S. Treasury Department, Washington, D.C. 20026.

Bureau of National Affairs, 1231 24th Street, Washington, D.C. 20037.

General Mills, 9200 Wayzata Blvd., Minneapolis, MN 55440.

Business Education Films, 4607 16th Avenue, Brooklyn, NY 11204.

American Banking Association, 12 East 36 Street, New York, NY 10016.

Massachusetts Bankers Association, 125 High Street, Boston, MA 02110.

Teaching Aids Exchange, Box 3527, Long Beach, CA 16mm sound.

Comtometer, 3900 Rockwell Street, Chicago, IL 60618.

Business Education Films, NBEA

Mountain Bell, Southwestern Bell Film Laboratory, 913 West 23 Street, North Little Rock, AR

Director of Educational Relations, Insurance Information Institute, 110 Willia Street, New York, NY 10038.

Educational Division, Institute of Life Insurance, loan free.

Text-film Division, McGraw-Hill Book Company, 330 West 42nd Street, New York, NY 10036.

Visual Education, Inc., 1345 West Diversey Parkway, Chicago, IL 60614.

AFL/CIO Office, 1408 Rebsamen Park Road, Little Rock, AR 72202.

Prudential Insurance Company of America, Newark, NJ.

VII. EQUIPMENT AND SUPPLIES

A. Basic Equipment

1. Classroom should be furnished with sufficient furniture to allow each student writing space.

2. Overhead projector is a desirable item of equipment; a chalkboard is a necessity.

3. Office machines such as adding machines, calculators, photocopier and duplicating machines should be in the general area for demonstration purposes or for project work.

B. Supplies

1. A textbook for Basic Business should be selected from the textbook list to best fit the needs of the particular group of students.

2. A workbook published for the textbook will reinforce learning.

3. Generous use of current periodicals, films, weekly and daily newspapers, and materials from local businesses should be utilized by the teacher.

VIII. LAYOUT AND FACILITIES

A regular classroom--no specialized facilities are required.

BUSINESS COMMUNICATIONS

One semester Grades 10, 11, 12

This course is designed to give a review of basic English as it applies to communications in the business world. It will give the student a solid background in the different areas of communications--verbal, nonverbal, oral, and written--that are used in an office and the importance of each as it relates to the smooth functioning of an office. The course will involve the use of many practical applications in learning about communications in business.

Typing may be a prerequisite. However, business communications may be taken concurrently with the second semester of typing.

I. OBJECTIVES*

The student will:

A. Spell and use correctly a variety of business terms.

B. Express knowledge of the vital importance of effective English in assuring personal, social and business success.

C. Demonstrate self-confidence in speaking.

D. Increase business vocabulary skills.

E. Correctly use basic language skills in written, verbal, and nonverbal communications.

F. Write a variety of acceptable business communications.

G. Learn to listen.

H. Learn to follow directions.

II. UNITS--TOPICAL OUTLINE

A. Communication in business--how business situations involve:

1. Listening.

2. Talking.

3. Writing.

4. Following directions.

B. Business vocabulary.

1. Use of reference material.

2. Vocabulary.

a. Meaning of words.
b. Using words appropriately.

3. Spelling.

a. Rules of spelling.
b. Spelling specific terms.

C. Grammar review

* The minimum acceptable standards should be determined by the individual teacher. Suggested standards are given in Chapter IV of this section.

1. Word usage.

2. Punctuation.

3. Capitalization.

4. Abbreviations.

5. Writing effective sentences.

6. Writing effective paragraphs.

D. Introduction to verbal and nonverbal communications--its effect on business.

1. Nonverbal communication.

2. Verbal communication.

   a. Pronunciation.
   b. Spelling.
   c. Diction.

3. Physical appearance.

   a. Personal hygiene.
   b. Grooming.
   c. Proper attire.

E. Types of verbal and nonverbal business communications.

1. Effective listening.

2. Making correct introductions.

3. Face to face conversations.

4. Telephone conversations.

5. Giving an oral report.

F. Introduction to written business communications.

1. Effective business letters.

   a. Types of letters.
   b. Purpose of letters.
   c. Quality of letters.

2. Parts of the business letter

3. Styles of business letters

G. Types of written business communications.

1. Writing letters that ask and transmit.

2. Writing letters that answer.

   a. Acknowledgments.
   b. Responses.
   c. The secretary's responsibility for these types of letters.

3. Writing claim and adjustment letters.

4. Writing credit and collection letters.

5. Writing sales letters.

6. Writing public relations letters.

7. Writing social business letters.

8. Writing special problem letters.

9. Writing other correspondence.

   a. Form letters.
   b. Memorandums.
   c. Telegrams, minutes, news releases.
   d. Business reports.

H. Job application and interview.

1. Personal data sheet.

2. Letter of application.

3. Application form.

4. Interview.

5. Follow-up letter.

6. Employment retention.

7. Employment termination.

III. TEACHING METHODS

A. Textbook method of presentation, discussion and assignments should be used for learning facts, rules and English grammar. As many reference materials as possible should be used in conjunction with the textbook.

B. Small groups of 10 to 15 students can work in conference with a group leader to discuss problem situations within their own range of experience.

C. The class is divided into small groups to discuss a problem for a limited number of minutes. Each group has a chairman and a reporter, one of whom acts as spokesman for the group in reporting ideas, recommendations and opinions to the entire class.

D. Individuals or small groups from within the class identify the facets of a case problem. The purpose is not to come up with answers, but rather to speculate about certain unknown factors or elements. Experience is gained in amplifying and then pinpointing the problem.

E. Students' role play a realistic situation in which they are forced to think and speak in terms of characteristics being portrayed. This characterization should help students recognize the feelings, prejudices and frustrations of others.

F. The students write actual letters to businesses. These letters might be inquiries, requests, invitations, etc.

G. Include and emphasize as much proofreading as possible.

H. Ask resource persons from business to serve as guest speakers in as many areas as often as possible.

I. Have the students prepare verbal and written reports in various areas.

J. Take field trips to businesses to observe the business in operation.

K. Arrange to have students interviewed by one or more business representatives. The interview process should include a personal data sheet, letter of application and a follow-up letter.

L. Include dependability, accuracy, cooperation, discretion and initiative to build and develop these desirable attitudes and traits.

M. Use a tape recorder or video tape recorder in verbal communications where applicable.

IV. EVALUATION, STANDARDS OF PERFORMANCE, TESTING AND GRADING

A. All letters and other written work that serve as a measure of achievement and progress should be considered.

B. When particular abilities are to be tested, one of several of the following methods may be used.

1. Assignments in composing and writing business letters and reports can be used as a basis for checking students' use of words, sentence structure, spelling, punctuation, mechanics, application of principles of grammar and application of principles pertaining to effective business letters.

2. An effective procedure is to give three separate marks for each element of the letter--layout, content and Engligh usage. Predominant consideration is given to the particular objective of the instruction.

3. When recognition of letter styles or types of letters are to be tested, samples of actual letters illustrating these styles and types may be presented for identification either through duplication or overhead projection.

4. Oral expression may be measured by a simple rating scale, prepared by the teacher, for checking abilities in the use of words, voice, tone and poise.

5. The progress of the individual in vocabulary development can be measured by comparing the results of a test given at the beginning of the course with the results of a similar test at the close of the course. For this testing of vocabulary, standardized tests may be used but teacher made tests are an additional means of measurement.

6. Particular areas of grammar, punctuation and capitalization may be tested by means of diagnostic and achievement tests given at intervals and at the end of the course. A comparison of the results of an achievement test with the results of pretests will show the students growth in that area. The testing may be particularized by asking students to write an assignment telling them that they are to be rated on any one or all of these skills, (a) spelling, (b) sentence structure, (c) grammar, (d) content, (e) layout.

C. Newly learned human relations practices do not readily lend themselves to measurement of achievement. The results are tangible but the subject matter is not. Some suggestions for evaluation are:

1. Self-evaluation rating sheets at the beginning of the year and repeated at various times throughout the year.

2. Role-playing.

3. Individual conferences with students to identify how they perceive themselves.

4. Individual conferences for teacher evaluation of student behavior.

V. TEXTBOOKS AND REFERENCES

Most of the textbooks in this area are designed primarily for a two-semester course and present basic English grammar. Since business communications is a one-semester course and covers far more than English grammar, it is felt that only selected parts of this type of textbook or a text-workbook of English grammar be used as a basic text with vast classroom resources available for students and teacher use.

McGraw-Hill Book Company, Inc.
South-Western Publishing Company
G. P. Putnam and Sons
Barnes and Nobel

Booklets

Local Bell Telephone Office
General Electric Company
Educational Service Bureau, Dow Jones & Company, Inc.

Periodicals and Journals

American Business Education
The Balance Sheet
Business Education World
Business Education Forum
The Journal of Business Education
The National Business Education Quarterly
The Office
Office Supervisors' Bulletin
Sincerly yours

Monographs

Connecticut Mutual Life
New York Life Insurance Company

VI. AUDIO-VISUAL AIDS

McGraw-Hill Book Company
Indiana University
Association Films, Inc.
Business Education Films
Encyclopedia Britannica Films
Prudential Insurance Company of America
Society for Visual Education

Transparencies

3 M Company
Colonial Films, Inc.

VII. EQUIPMENT AND SUPPLIES, LAYOUT AND FACILITIES

This course should be held in a classroom equipped with typewriters. The class can be scheduled to meet in the room of the business department that is equipped for office practice with L shaped desks, telephone equipment, typewriters and posture secretarial chairs. Please refer to this section under typing and office practice for more specifics about equipment and supplies, layout and facilities.

BUSINESS LAW

One semester or
Full-year course

Grades 11 or 12

Business law is the study of basic legal principles common to a broad base of everyday business activities in which an individual is likely to become involved. The study of business law can be useful to students for personal reasons and can be valuable as background information to individuals who plan to enter business careers.

The study of business law helps to make students better citizens by showing that laws are made for the protection of people and property as well as for the punishment of wrongdoers.

I. OBJECTIVES*

The student will:

A. Understand that a course of business law does not imply a lawyer's competence, but merely a basic introduction to law.

B. Learn the basic principles of business law and their application to the problems of everyday living.

C. Learn to avoid hasty decisions by withholding judgment until essential facts of the case have been presented.

D. Learn to identify legal rights and responsibilities in everyday living.

E. Learn to use a working vocabulary of the most frequently used legal terms.

F. Develop an understanding of our judicial system.

G. Learn to use elementary business and legal forms that may be used without aid of an attorney.

H. Learn to use a variety of supplementary reference materials and to identify appropriate sources of information.

II. UNITS--TOPICAL OUTLINE

A. Introduction.

1. Origin, development and meaning of business law.

2. Function of laws.

3. Classification of laws.

a. Natural.
b. Moral.
c. Man-made.

4. The courts and business law.

a. Enforcing rights of the individual.
b. The system of courts.

B. Contracts.

1. Nature, definitions and classifications.

2. Necessary elements of a contract.

* The minimum acceptable standards should be determined by the individual teacher. Suggested standards are given in Chapter IV of this section.

a. Mutual agreement.
b. Legality of subject matter.
c. Consideration.
d. Proper form.
e. Competent parties.

3. Formation of contracts.

a. Capacity of parties.
b. Persons of limited contractual capacity.
1. Minors.
2. Insane persons.
3. Intoxicated persons.
4. Aliens.
5. Convicts.
6. Married women and married men.

4. Agreement--offer.

a. Mutual agreement.
b. Offers.
1. Kinds of offers.
2. Communication of offers.
3. Acceptance of offers.
4. Termination of offers.
c. Types of agreements.

5. Termination of contracts.

6. Remedies for breach of contract.

C. Bailments.

1. Nature and types.

2. Parties, forms, acceptance, termination.

3. Mutual benefit bailments.

4. Hotel keepers.

a. Duties.
b. Insurance.
c. Liabilities.

5. Common carriers.

a. Duties, rights and liabilities.
b. Bill of lading.
c. General regulations for shipment.

D. Agency.

1. Definition.

2. Creation.

3. Relationship of principal, agent and third parties.

   a. Duties.
   b. Liabilities.

4. Termination.

E. Negotiable instruments.

1. Nature and kinds.

2. Form and content.

3. Transfer.

4. Rights of holders.

5. Promissory notes.

6. Drafts and checks.

F. Sales.

1. Nature of sales contract.

2. Form of sales contract.

3. Ownership and risk of loss.

4. Warranties and product liability.

5. Consumer protection.

   a. Unfair practices.
   b. Federal food, drug and cosmetic act.
   c. Government standards.
   d. State and local laws.

G. Property and property rights.

1. Personal property.

   a. Transfer of title.
   b. Mortgages.
   c. Warranties.

2. Real property.

   a. Ownership, deeds and mortgages.

b. Transfer.
c. Landlord and tenant.
d. Wills and intestacy.

H. Parnerships and corporations.

1. Partnership.

a. Nature, formation and characterisitcs.
b. Advantages and disadvantages.
c. Kinds of partners.
d. Rights, duties and liabilities of partners.

2. Corporations.

a. Structure.
b. Creation.
c. Stocks and dividends.
d. Dissolution.

I. Employer and employee.

1. Contracts of employment.

2. Protection of employees.

3. Government regulation.

J. Insurance.

1. Nature.

2. Types.

a. Private.
1. Life and health.
2. Property and liability.
b. Governmental.
1. Social security.
2. Workmen's compensation.
3. Unemployment compensation.
4. Industrial accident.

K. Motor vehicles.

1. Traffic regulations.

2. Automobile insurance.

L. Affirmative Action/Equal Opportunity.

III. TEACHING METHODS

A. Use a combination of lecture, discussion and illustrative techniques.

B. Read and discuss cases that will bring out points of law under consideration.

C. When practical, make a planned trip to the state legislature and/or state supreme court while they are in session.

D. When practical, visit a courtroom for the purpose of observing a trial of an actual case. As a follow-up, discuss in class the legal principles involved and evaluate the outcome of the case.

E. Encourage students to bring to class samples of negotiable instruments and discuss in class the practical everyday use of these instruments.

F. Encourage students to bring contracts or other legal forms to class for examination.

G. Direct the study of the usual route followed by a check from the time it is written to the time it is canceled to indicate the legal responsibilities of each holder.

H. Invite resource people to talk to the class.

I. Encourage students to make a scrapbook including legal forms and newspaper reports on cases involving legal principles studied.

J. In teaching a business subject of this nature, one of the most successful plans has been for the teacher and members of the class to determine in beginning class meetings which areas in the table of contents are of most interest to them and have the most practical personal value. The various business and legal areas that are considered, then, will vary from school to school and even from class to class. In this way the course is tailored to the people involved. This approach is successful because of the following factors:

1. The students are interested because they have chosen subject matter.

2. Students learn to appreciate and understand varying points of view through their classroom discussions. This aids their ability to analyze a problem, to think it through, to arrive at a well-supported decision.

3. There is a close correlation between the needs of the students and the problem discussed.

K. Methods of presenting a particular subject.

1. Together, students and teacher prepare a check list, probably on the chalkboard, of opinions, facts, attitudes, concepts, etc. concerning this subject.

2. The class is divided into committees to gather information on the subject, starting with related material in the text, extending to other law texts, to library references, including encyclopedias, to news articles, and talking with parents and friends. Sometimes the students may prepare visual aids, if they seem appropriate.

3. Panel members are chosen by the class to lead the discussion. With evidence and facts to support their statements, the discussion is "for real," and because all class members have acquired information on some facet of the subject, all can express their opinions.

4. Finally, the first check list is re-examined. Students see what changes have taken place in their ideas and attitudes on the subject explored.

L. Dramatization, or socio-drama, is an effective way to clarify difficult situations. These exercises may be lengthy or short. Short dramatizations can be done on a monent's notice to illustrate a case or principle.

M. Oral and written reports are important in classwork.

IV. EVALUATION, STANDARDS OF PERFORMANCE, TESTING AND GRADING

A. The factual knowledge of the student can be measured by the administration of teacher-made tests and case problems.

B. Tests prepared by textbook publishers may be used.

C. Factors which should be considered in addition to tests in assigning final grades are attendance, work habits, participation in class activities, ability and willingness to follow instructions and behavior.

V. TEXTBOOKS AND REFERENCES

Basic Texts

South-Western
Pitman
Gregg

References

South-Western
West Publishing Company
J. Weston Walch
J Weston Walch
Government Printing Office
Representatives of business and industry provide free teaching materials
Various Departments of the Federal Government, such as the Department of Labor, Social Security Board and the Federal Trade Commission distribute literature

VI. AUDIO-VISUAL AIDS

AFL-CIO, Department of Education
The American Assembly
Audio-Visual Instruction
Business Education Films
Chamber of Commerce of the United States, Audio-Visual Service Dept.
Curriculum Materials Corporation
Data-Guide, Inc.
Encyclopedia Britannica Films
Films, Inc.
Frank Willard Productions
Harris-Tuchman Sales Aids Company
Highway Safety Foundation, Inc.
The Industrial National Bank
International Film Bureau
McGraw-Hill Book Company
National Council on Legal Clinics
National Education Television
National Film Board of Canada
National Instructional Television Library
Teaching Aids Incorporated
University of California Extension
The University of Michigan Television Center
University of Southern California

VII. EQUIPMENT AND LAYOUT

It is suggested that any general business room be used. The tables and/or desks may be arranged in a circle or semi-circle to promote discussion.

BUSINESS MACHINES

One semester or
one year

Grades 11 or 12

This course familiarizes students with commonly used business machines: the dictation/transcribing machines, calculating machines, and duplication machines. Instruction then is directed toward integrating business machine skills with typewriting, business mathematics, and business writing. Students also give attention to learning the use of business forms and to acquiring speed and accuracy in computing percentages, discount and net values, chain discounts, and other business procedures. This could be a separate course offered for one semester or one year as time and equipment permit; or it could be integrated into secretarial or clerical office procedures.

I. OBJECTIVES

A. Calculating Machines

The Students will:

1. Follow written and oral instructions.

2. Use the touch method in machine operation.

3. Identify the various types of machines presented according to function and purpose.

4. Complete an intensive review of business mathematics and apply this knowledge to each of the machines presented.

5. Solve the kinds of problems related to each machine used which might be encountered in a business occupation.

6. Recognize and identify a variety of common business forms.

7. Correct errors.

8. Handle working papers efficiently.

9. Demonstrate proper care and handling of equipment.

B. Duplicating and Transcribing Machines

The Students will:

1. Become acquainted with various types of duplicating and transcribing equipment and related materials.

2. Develop skill in the use of a variety of duplicating and transcribing equipment.

3. Develop correct technique and habits to provide for further training and practice on machines.

4. Follow written and oral directions.

5. Perform assigned tasks in a businesslike manner.

6. Demonstrate proper care and handling of equipment.

II. UNITS--TOPICAL OUTLINE

The number of units in this course will be determined by the equipment available in the system and the time allotted by those who decide the department curriculum and course content.

A. Calculating Machines.

1. Intensive review of business mathematics.

   a. Whole numbers (addition, subtraction, multiplication, division).
   b. Decimal fractions.
   c. Percentages.
   d. Financial records and reports.
   e. Discounts, pricing, selling.
   f. Computing interest.

2. Techniques and abilities in operating printing and display electronic calculators to solve common business problems.

   a. Touch control.
   b. Addition, subtraction, multiplication, and division.
   c. Corrections.
   d. Credit balances.
   e. Constants.
   f. Percentages and fractions.
   g. Interest.
   h. Computing discount and net amount.
   i. Chain discount.
   j. Payroll computation.
   k. Percent of increase or decrease.
   l. Prorating.
   m. Markup and markdown.
   n. Inventories.
   o. Pricing merchandise.
   p. Installment buying.
   q. Sales and commission.
   r. Stock transactions.

B. Duplicating/Transcribing Machines

1. Introduction to duplicating--overview of many processes comparing costs, uses, and durability.

2. Discussion of kinds of paper, supplies, and equipment suited to particular processes.

3. Instruction on handling supplies, caring for machines, evaluation of end product.

4. Liquid duplicating.

   a. Learn principles of process and types of business projects for which the process is applicable.
   b. Prepare master which includes typing, writing and drawing; proofread; make corrections as necessary.

c. Prepare machine--fluid control, pressure control, counter, centering adjustments.
d. Run trial copies, check margins, placement, color, etc.
e. Learn to care for machine and work area--clean, return adjustments to normal, put away supplies.

5. Stencil duplicating.

a. Learn principles of process and business application.
b. Prepare stencil using styli, lettering guides, shading plates and other devices.
c. Practice justifying margins, typing for postals, plan for printed program.
d. Prepare machine--use color on projects.
e. Leave work area clean and in order.
f. Become acquainted with other stenciling processes.

6. Photocopy duplicating.

a. Study and discuss the different methods and kinds of photcopy duplicating machines comparing: principles of the process, time required to make copies, use of product, durability of product, and cost of product.
b. Prepare copy for photocopy duplicating.

7. Transcribing equipment.

a. Learn operation of transcription unit.
b. Learn elements of language; punctuation, grammar, hyphenation rules, spelling rules.
c. Learn parts of the letter and letter styles.
d. Become accustomed to different voices and styles of dictation by changing materials often.
e. Require mailable letters after proficiency in transcription has been reached.

III. TEACHING METHODS

The business machines course represents a "doing" situation, and this should be the direction of the planning. Success in any course depends on the development of meaningful, relevant assignments that the student will see as worthwhile jobs that can be successfully completed. Relevant assignments provide a strong motivational force that should never be forgotten in the overall and day-to-day planning.

A. The Rotation Plan, which is organized around individual or small group instruction, permits students in one class to work on different machines during the same class period.

B. The Integrated Method involves setting up a model office with several departments. This method offers the advantage of organizing all instructions into job situations, and the students have opportunities to meet actual job standards.

C. The machines classroom should assume the atmosphere of an office.

D. Assignment sheets with instructions should be prepared for each machine.

E. Arrange with machine distributors for a display and a demonstration of brands and types of machines not available in the classroom.

F. Demonstration by teacher of machine and processes.

G. Field trips provide an opportunity for students to become acquainted with machines not available in the business department. Office procedures and room layout can also be observed.

H. Organize service jobs for the school and community--there is a real danger that these activities can take an inordinate amount of time unless some type of policy is agreed upon by staff and administration. Realistic practice is good, but there are many types of work to practice, and the student must have time for all of them. Do not allow students to be exploited.

I. It is suggested that students be required to turn in listing tapes with answer sheets for all printing calculating machines problems.

IV. EVALUATION, STANDARDS OF PERFORMANCE, TESTING AND GRADING

A. Calculating Machines.

1. Teachers' manuals provide good suggestions for evaluation and should be utilized; however, the minimum acceptable standards should be determined by the individual teacher.

2. Evaluation criteria.

a. Can the student operate the machine taught in terms of the standards of quality and quantity established for the class?
b. Do students give evidence of the ability to apply their training in a job situation?
c. Have students developed mathematical understanding that will enable them to continue to develop on the job, or have they merely grasped the ability to perform set mechanical operations?
d. Do students have comprehension of written problems beyond the mere computation of answers to listed numerical data?
e. Do students understand the full potential of each machine with which they are working?
f. Do students demonstrate in class those personal characteristics that will make them satisfactory employees?

3. Testing Criteria.

   a. Performance tests on the fundamental operations of the machine on a timed basis, with a weighted grade for accuracy and speed.
   b. Questions that would measure the student's ability to handle office forms and necessary machine computation.
   c. Short-answer questions on the parts and functions of the machine.
   d. Problem stiuations to utilize the students overall understanding of the machine.
   e. Rating scale of desirable personal habits.

4. Grading: A combination of two or more methods should provide an effective grading system.

   a. Accuracy.

      1. Number of correct answers.
      2. Number of correct answers as a percent of the number of problems completed.
      3. Number of correct answers as a percent of the problems assigned.
      4. Suggested accuracy scale.

100%	A
92%-99%	B
88%-91%	C
75%-87%	D

   b. Time.

      1. Number of problems completed.
      2. Students ranked on the basis of time as they complete assignment.
      3. Suggested speed scales are available in teachers' manuals accompanying the text.

      Note: It is suggested that until teachers have gained experience in determining the length of time necessary to accurately complete problems that teachers' manuals accompanying the text be utilized.

B. Duplicating/Transcribing Machines.

1. Teacher-prepared objective tests will test knowledge of machines and processes.

2. Assign a job to be done under simulated business conditions. A comparison of the time required and the quality of the work will determine the level of vocational competency.

   Most duplicating production work must be evaluated subjectively by the instructor according to the criteria listed below. A

student's marks should be based on the degree of professional appearance of the work and the time required to complete the problem.

a. Liquid duplication.

1. No errors in typing, writing, spelling or strike-overs on the finished product.
2. Good placement and arrangement.
3. No wrinkles or creases in master or product.
4. Good distribution of fluid.
5. Proper use of machine; left in good condition.
6. Working area left in good condition.

b. Stencil duplicating.

1. Errors in content due misspelled words, omission of words (or lines!).
2. Set pressure control on typewriters so as not to cause holes in stencil.
3. Arrangement and placement, horizontal and vertical.
4. Poor or uneven inking of stencil.
5. Improper preparation of stencil for filing.
6. Failure to put away all materials used and leave area in good condition.

c. Photocopy duplicating.

1. Are copies clear and readable?
2. Is type of paper suited to purpose of duplicating?
3. Was correct number of copies prepared?
4. Are students aware that several methods of photocopying are in use, based on different principles and under different trade names?

d. Basic questions to ask for all duplicating, from carbon copies on up the scale.

Did the Student:

1. Use proper paper?
2. Follow directions?
3. Appear wasteful with supplies?
4. Make proper adjustments for operating and leaving the machine?
5. Understand procedures well enough to repeat on another job?
6. Have duplicated copies that were

a. A superior
b. B above average
c. C useable
d. D not useable

e. Transcribing equipment.

1. Work should be judged on degree of mailability which is more important than transcription rate. The important question is: "Will it meet the standards of the business office?"
2. Best students will perhaps be typing 4 to 6 average length, mailable letters in an hour and the average students may type 3 or 4.

V. TEXTBOOKS AND REFERENCES

A. B. Dick
Gregg/McGraw-Hill
John Wiley and Sons, Inc.
Pittman Publishing Corporation
Prentice-Hall, Inc.
South-Western Publishing Co.
U. S. Postal Service, Zip Code Directory
Wadsworth Publishing Co.
William Brown Publishing Co.

VI. AUDIO-VISUAL AIDS

Wall charts and posters of various business machines available from manufacturers through local distributors.

A. B. Dick
IBM
Gregg/McGraw-Hill
Coronet Instructional Films
Business Education Films
Ditto, Inc.

VII. EQUIPMENT AND SUPPLIES

A. Adjustable typing tables.

B. Contour chairs.

C. Supplies cabinet.

D. File cabinet.

E. Multiple outlets or Electriduct strips.

F. Transcribing machines and accessories.

G. Liquid, stencil, and offset machines and supplies.

H. Illuminated drawing board.

I. Fluid, stencil, and offset masters.

J. Assorted styli, shading plates, lettering guides, T-square, flexible writing sheet, correction fluid.

K. Photocopy equipment.

L. Paper supplies of all duplicating processes.

M. Overhead projector and screen.

N. Paper cutter and 3-hole punch.

O. Printing and display calculating machines and supplies.

VIII. LAYOUT AND FACILITIES

A. Sound-deadening treatment for ceiling, walls, and floor.

B. Proper ventilation.

C. Proper lighting.

D. Storage space for teacher supplies.

E. Electrical outlet for each machine and/or each student work station.

F. Work area counter with storage shelves.

G. Running water and sink.

H. Master switch for electrical outlets.

BUSINESS MATHEMATICS

One Semester Course Grades 10 or 11

Business Mathematics is designed to review and/or develop skills in the basic mathematical processes that apply to computational situations faced each day by consumers and business workers. It deals with mathematics applicable to fundamental skills, payrolls, percentages, interest, discounts, insurance, commissions, taxes, cash transactions, investments and various forms of credit. It is suggested that this course not be a substitute for a general mathematics course requirement. This course may be included in a business machines class or in a secretarial/clerical procedures class.

I. OBJECTIVES*

The student will

A. Demonstrate a proficiency in the basic fundamental skills of addition, subtraction, multiplication, division, fractions and percent.

B. Apply the use of mathematics involving typical situations faced by consumers.

C. Apply the use of mathematics involving personal finances, savings, housing, transportation and tax computations that are experienced by every citizen.

D. Demonstrate proficiency in the use of mathematics common to most businesses.

II. UNITS--TOPICAL OUTLINE

The exact content for a given class will depend upon the proficiency that the students bring to class. Comprehensive pre-tests should be used to discover where strengths and weaknesses lie. Then, should need for relearning and drill be discovered, the students will have the proper motivation for such a review. The student will be more interested if actual busiess problems in his interest area are used.

A. Comprehensive pretest.

B. Introduction to business mathematics.

1. Relationship of math to business and personal life.

2. The importance of accuracy.

3. The importance of logical answers.

C. Whole numbers.

1. Addition: checking by accountants' method and casting our nines.

2. Subtraction.

3. Multiplication.

4. Division.

5. Factoring, greatest common divisor, and least common multiple.

D. Decimal fractions.

1. Reading and writing.

* The minimum acceptable standards should be determined by the individual teacher. Suggested standards are given in Chapter IV of this section.

2. Aliquot parts.

3. Addition, subtraction, multiplication, division

4. Shortcuts.

E. Percentages.

1. Meaning, expression and reduction.

2. Finding unknown numbers.

3. Finding increases and decreases.

F. Financial records and reports.

1. Payroll records and reports.

a. Computing wages.
b. Time cards.
c. Payroll deductions.
d. Currency breakdown.

2. Basic business records.

a. Petty cash.
b. Customer's accounts.
c. Inventory records.
d. Equipment records.
e. Reconciling the check records, bank statements.

3. Presenting business data.

a. Measures of central tendency.
b. Broken line graph.
c. Bar graph.
d. Interpreting graphic data.

G. Money and banking.

1. Computing interest.

a. Introduction to methods of computing interest.
b. Using time tables.
c. Using tables to compute simple and compound interest.

2. Borrowing and lending money.

a. Maturity date--terms of discount.
b. Notes and drafts.

H. Distribution.

1. Buying.

a. Trade discounts.
b. Discount series.
c. Computing cash discounts.

2. Pricing.

a. Mark on and markdown.
b. Computing retail price.
c. Computing cost price.

3. Selling.

a. Commission sales.
b. Discount rates.
c. Installment charges.
d. Interest rates on installment sales.

4. Shipping Merchandise (optional).

a. Freight by rail.
b. Truck.
c. Parcel post.
d. Air.

I. Investments.

1. Distribution of income.

a. Corporate earnings.
b. Partnership profits.
c. Dividing assets in bankruptcy.

2. Stock and bond purchases and sales (optional).

a. Understanding stock market quotations.
b. Brokerage fees.
c. Taxes on sale.
d. Rate of return.

J. Personal finance (optional).

1. Insurance.

a. Fire.
b. Automobile.
c. Life.
d. Probability.
e. Social security.

2. Taxes.

   a. Property.
   b. Retail.
   c. Income (federal and state).

3. Automobile Ownership.

   a. Buying on time.
   b. Buying through cash loans.
   c. Cost of automobile ownership.

K. Special applications.

1. Data processing.

   a. Understanding systems of numeration.
   b. Binary system.

2. Practical measurements for homeowner (optional).

   a. Measurements.
   b. Computing cost of utilities.
   c. Metric system.

3. Employment tests.

   a. Business employment tests.
   b. Government employment tests.

III. TEACHING METHODS

A. Evaluate the skills and abilities of the class by the use of a comprehensive pre-test.

B. Plan units of instruction in accordance with these predetermined abilities.

C. Use step-by-step method of the presentation in solving the various problems showing any possible shortcut methods that could be used.

D. Use discussion method, case problems, role playing and class projects.

E. Use individualized instruction to meet special student needs.

F. Use business machines in conjunction with the teaching of business mathematics.

G. Use the "why" as well as the "how" method in your instruction.

IV. EVALUATION, STANDARDS OF PERFORMANCE, TESTING AND GRADING

A. Evaluate for new methods or material on a one-step-at-a-time basis. Teach one step; then test until all steps are presented; then give final general test at the end of each presentation.

B. Test for the use of short-cut methods in determining answers.

C. Test for accuracy.

D. Test for comprehension of what is asked for in "statement" problems.

E. Evaluate the answer by "does the answer make sense" method.

F. Teacher-made tests may be helpful in measuring progress at frequent intervals.

V. TEXTBOOKS AND REFERENCES

H.W. Rowe Company
Holt, Rinehart and Winston
Houghton-Mifflin
South-Western
Gregg/McGraw-Hill
Prentice-Hall

VI. AUDIO-VISUAL AIDS

The American Economic Foundation
Banks and Insurance Companies
Educational Film Index
McGraw-Hill Films
National Audio-visual Center
South-Western Publishing Company
Taylor Films

VII. EQUIPMENT AND SUPPLIES

Appropriate desks and chairs
Demonstration desk, table or area
Overhead projector (portable)
Filmstrip projector
Slide projector
Movie projector
Suitable projection screen
Movable projection stand
Tape recorder
Record player
Other minor office supplies as they may be necessary

VIII. LAYOUT AND FACILITIES

The layout of a room that is to be used for Business Mathematics is secondary in nature because any room that is large enough to accommodate the class size and is properly lighted will generally serve the purpose quite well. However, it is imperative that the room have sufficient facilities that may be arranged by the class for class activities.

Recommended facilities include the following:

Bulletin board space
Blackboard
Sufficient storage space
Sufficient filing space
Display space
Book shelves
Curtains

CONSUMER ECONOMICS

One semester or
full-year course

Grades 11 or 12

Consumer economics is offered for the purpose of developing in-depth understanding of students' personal adjustment as consumers to the economic order in which they live. This course is designed to prepare students for effective consumer citizenship. Consumer economics is of value to all students. The course tends to upgrade personal economic skills which have a desirable effect on the economy as a whole. Informed consumers give better direction to the entire economy.

I. OBJECTIVES

The student will:

A. develop an understanding and appreciation of our current economic system and the consumer's role and responsibilities in a private enterprise system.

B. demonstrate how to be a better buyer, how to make more effective purchases, how to use and manage income to the best advantage, and how to understand buying habits in relation to individual and societal goals.

C. demonstrate an understanding of the government's role in protecting and advancing consumer welfare.

D. review and discuss topics of interest to the consumer.

II. UNITS--TOPICAL OUTLINE

A. Foundations of consumer education

1. Developments which have made consumer education necessary.

2. A study of consumers--their income and resources, their habits and motivations; in general, how they consume and how their consumption might be improved.

3. How our business system operates.

B. Management of personal financial affairs

1. Budgeting

2. Money management

3. Use of consumer credit

4. Insurance

5. Social Security

6. Savings and Investments

7. Money, banking and credit

C. Obtaining information and guidance on consumer needs

1. Advertising--propaganda analysis

2. Using standards, specifications and labels

3. Using services of agencies that inform and guide consumers

D. Purchasing goods and services

E. Problems of renting versus buying, improving, and maintaining a home

F. Government and the consumer

1. Services, i.e., research and publications

2. Taxes--direct and indirect

3. Laws protecting the consumer

G. Law and the consumer

1. Basic law for the consumer

2. The contract and the warranty

III. TEACHING METHODS

A. Role playing

B. Group discussion

C. Field trips

D. Case problems

E. Outside speakers

F. Student projects--individual and group

G. Lecture/discussion sessions

H. Use of current audio-visual aids

I. Use of actual merchandise

IV. EVALUATION, STANDARDS OF PERFORMANCE, TESTING AND GRADING

A. Learning activities used in developing a topic may be evaluated by means of

1. teacher evaluation

2. student evaluation

3. tests or quizzes to measure progress

4. oral and written reports of student projects

B. Workbook exercises may be used as pretests, as reviews, or to assist the students in their textbook reading assignments.

C. Achievement tests may be obtained from textbook publishers.

D. Essay or problem tests should be included to reveal

1. understanding and application of principles and concepts

2. identification and approach to problem solving

3. ability to express ideas and thoughts clearly

E. Open-book tests will measure the resourcefulness of the student in applying facts and knowledge and in utilizing sources of information.

V. TEXTBOOKS AND REFERENCES

Textbooks

Gregg/McGraw-Hill Book Company

South-Western Publishing Company

Ronald Press Company

Holt, Rinehart & Winston

Harcourt, Brace & Company

Houghton Mifflin Company

Booklets

Public Affairs Division, Continental Illinois National Bank and Trust Company of Chicago, Lock Box H, Chicago, IL 60690

Household Finance Corporation, Prudential Plaza, Chicago, IL 60601

American Banking Association, 12 East 36 Street, New York, NY 10016

U. S. Printing Office, Washington, D.C.

National Consumer Finance Association, Educational Service Division, 701 Solar Building, 1000 16th Street N.W., Washington, D.C.

Federal Reserve Bank of New York, 33 Liberty Street, New York, NY 10005

Chase National Bank, 1254 Avenue of the Americas, New York, NY 10020

Credit Union National Association, 1617 Sherman Avenue, Madison, WI 53704

Merrill, Lynch, Pierce, Fenner & Smith, Inc., 70 Pine Street, New York, NY 10005

New York Stock Exchange, 11 Wall Street, New York, NY 10005

Insurance

American Motorists Insurance Company, Public Relations Department, 4750 Sheridan Road, Chicago, IL

Insurance Information Institute, 60 John Street, New York, NY 10038

Social Security

Secure the following from your local Social Security Office (free):

OASI 872 Essentials of Social Security in the United States
OASI 36 Financing your Social Security Benefits
OASI 23B Social Security Benefits
OASI 855 Social Security Benefits--How You Earn Them
OASI 29 If You Become Disabled
OASI 413 Teacher's Social Security Kit Folder

Taxes

Internal Revenue Service, Helena, MT 59601 (or Ogden, Utah).

State Board of Equalization, Helena, MT 59601

Monographs

Monograph No. 110--Some Concepts Essential to a Basic Understanding of Economics, South-Western Publishing Company.

VI. AUDIO VISUAL AIDS

Advertising Council, 825 Third Avenue, New York, NY 10022

The American Economic Foundation, 51 East 42 Street, New York, NY 10017

Banks and Insurance Companies

Better Business Bureaus, 723 Chrysler Building, New York, NY 10017

Montana Chamber of Commerce, Box 1730, Helena, MT 59601 (also local)

Consumers' Research, Washington, NJ 07882

Labor Organizations

National Association of Manufacturers, 227 Park Avenue, New York, NY 10017

National Industrial Conference Board, Inc., 845 Third Avenue, New York, NY 10022

National Schools Committee for Economic Education, 25 West 43 Street, New York, NY 10036

Public Affairs Institute, 312 Pennsylvania Avenue, S.E., Washington, D.C. 20003

Directory of 16mm Educational Sound Film, State of Montana Audiovisual Library, Office of the Superintendent of Public Instruction, Helena, MT 59601

Educational Film Index, Audiovisual Education Center, The University of Michigan and Instructional Media Center, Michigan State University, Easting Lansing, MI

Educators Progress Service, Inc., Randolph, WI 53956

Household Finance Corporation, Prudential Plaza, Chicago, IL 60601

McGraw-Hill Films, 330 West 42nd Street, New York, NY 10036

Mountain Plains Educational Media Council Film Catalog

National Audiovisual Center, Washington, D.C. 20409

National Information Center for Educational Media Index to Overhead Transparencies, University of Southern California, Los Angeles, CA 90007

South-Western Publishing Company Catalog, Burlingame, CA 94010

Taylor Films Catalog, 1009 Dakota Avenue, South Huron, SD 57350

VII. EQUIPMENT AND SUPPLIES

Appropriate desks and chairs
Demonstration desk, table, or area
Overhead projector (portable)
Flimstrip projector
Slide projector
Movie projector
Suitable projection screen
Movable projection stand
Tape Recorder
Record Player
Appropriate maps and charts
Simple equipment for art work, poster and displays
Radio and/or television if feasible
Other minor office supplies as may be needed

VIII. LAYOUT AND FACILITIES

The layout of a room that is to be used for Consumer Economics is secondary in nature, because any room that is large enough to accommodate the class size and is properly lighted will generally serve the purpose.

Recommended facilities include the following:

Bulletin board space
Chalkboard
Sufficient storage space
Sufficient filing space
Display space
Flannel board
Book shelves
Curtains or drapes

COOPERATIVE OFFICE EDUCATION

One Year Grade 12

Cooperative office education is a program of vocational education for students who, through a cooperative arrangement between the school and employes, receive classroom instruction and related on-the-job training in an office occupation. These two experiences must be planned and supervised by the school and employers so that each contributes to the students education and their employability. Work periods and school attendance may be on alternate half-days, full-days, weeks or other periods of time in fulfilling the cooperative program.

The most important consideration in student selection is whether the individual will benefit from the cooperative vocational education program. The student must be at least 16 years of age, a senior and must meet criteria established by the supervisor. A variety of individuals may be involved in the student selection process. This includes students, parents, teacher-coordinators, participating employers, faculty, administrators and counselors. In the final analysis the selection of students is the job of the teachers-coordinators because the program is their responsibility. Teachers may ask others to help, but they should not delegate the task. The parent must give written consent for the student to participate in this program. Generally the student receives one credit for in-class work and one additional credit for related on-the-job experience.

For information on establishment and administration of a cooperative office education program, contact the Consultant, Business and Office Education, Office of Public Instruction, Helena, MT 59601.

I. OBJECTIVES*

The student will:

A. Acquire an understanding of the expectations of business and the school of COE students by:

1. Filling out an application for admittance to the COE class; including a statement of career objective.

2. Reading, understanding and signing a training agreement stating student's responsibilities to the job, to the employer and to the school.

B. Demonstrate skills necessary for entry-level employment.

C. Demonstrate preparation for job applications, interview and placement by actually filling out sample business applications, participating in mock interviews, completing a career goal profile and locating possible job opportunities.

D. Demonstrate certain traits, habits and attitudes that would be desirable on the job by doing the following throughout the course:

1. Have an acceptable attendance and punctuality record as defined by the teacher-coordinator.

2. Hand in assignments on time and promptly make up all work missed.

3. Adhere to conduct standards set up by the teacher-coordinator to create an office-like atmosphere.

E. Comprehend how the business in which the student is employed relates to the total economic spectrum of the local community or region in terms of services and/or products. The student will do this by compiling a manual which will include:

1. Company history, background and image in the community.

2. Names, duties, and civic activities of the personnel.

3. The student's responsibilities and duties as designated by the immediate supervisor.

4. Reference materials related to the job.

5. Opportunities for advancement.

F. Perform satisfactorily on the job as evidenced by the supervisor's written periodic evaluation sheets and perform satisfactory in

*The minimum acceptable standards should be determined by the individual teacher.

in the classroom as determined by the teacher-coordinator's evaluation.

II. UNITS--TOPICAL OUTLINE

Suggested units to cover in the related classroom instruction (not listed in order of importance or instruction).

A. Orientation to cooperative office education.

1. What is cooperative office education?

2. Forms completed for the student-employee file.

a. Application for the program (will have been completed in the spring of last year).
b. Training Agreement Contract (between employer, student-employee, teacher-coordinator and parent); signed by and copy for each party.
c. Other forms will be included in the student's file, and examples of these are in this section.
d. Employer evaluation from (shall be discussed with the student at the beginning of the year).

3. Student responsibility to the class, school, coordinator, employer, and parents.

B. Attitude, personality and personal improvement.

C. Grooming.

D. Office skills, including typing, spelling, filing, telephone techniques, etc.

E. Office occupational opportunities.

F. Training station reports (reports may be given by each student).

1. Name and location of business; type of services offered.

2. Name of employer; number of employees.

3. Personal duties.

4. Kinds of equipment used.

5. Fringe benefits.

6. Typical day at the office.

7. Relate any interesting experiences to the class.

G. Job training discussions and individual discussions.

H. Payroll deductions and fringe benefits.

I. Job application and interview.

1. Personal data sheet.

2. Letter of application.

3. Application form.

4. Interview.

5. Follow-up letter.

6. Holding the job.

7. Terminating employment properly.

J. Office education portfolio (A compilation of materials which the student feels will help in new employment or in further education).

K. State Merit Tests.

L. Civil Service Tests.

M. O.E.A. (Office Education Association) should be included as part of the cooperative office education program. It is a cocurricular activity and therefore is included in the related classroom instruction.

1. Purpose and organization.

2. Election of officers.

3. Dues and money-making plans and projects.

4. Contests and contest materials and student responsibilities.

5. Parliamentary procedure.

6. Calendar outline of events throughout the school year.

III. TEACHING METHODS

A. Many of the procedures for initiating a cooperative program and operating it are in the coordinator's handbook or in other pamphlets and brochures distributed by the Consultant, Office of Business Education, Office of State Superintendent of Public Instruction.

B. In the classroom portion of the cooperative office education program some time will be spent instructing all students in a formal manner. Additionally, the coordinator will spend a great deal of time instructing on the specific subject matter concerned with the individual student's career objective or field of interest.

C. Publishers are listed in this guide; however, many other reference materials are available from corporations and companies.

D. The following are some of the learning experiences that should take place in the cooperative classroom or on the job:

1. Coordination of classroom and on-the-job training.
2. Lecture and discussion.
3. Buzz groups.
4. Student demonstrations.
5. Job interviews by students.
6. Student-teacher conferences.
7. Verbal and written job reports.
8. Individual instruction and learning.
9. Role playing.
10. Programmed units and books.
11. Special events combining school, job and community.
12. Field trips.
13. Resource speakers.
14. Exhibits and information.
15. Use of audiovisual materials.
16. Student surveys.
17. Participation in Office Education Association.

IV. EVALUATION, STANDARDS OF PERFORMANCE, TESTING AND GRADING

A. Standards of performance.

Effective related instruction is enhanced when the teacher-coordinator adheres to the vocational approach to instruction.

1. The teacher-coordinator should use in vocational classes the principle that the standards on the job should be the standards of the classroom. Performance in the school is inadequate if it does not meet the minimum standards expected by employers; of course, the teacher may wish to pursue standards above those of some employers.

2. Those things which the student-employee needs to know early in the job are taught at the beginning of the school year regardless of when the topic might be taught according to the chapter sequence of the textbook.

3. Skill alone is not enough for success on the job. The student-employee must have human relations competencies, good attitude, the ability to problem-solve and desirable personal qualities.

B. Testing, grading and evaluating.

1. The testing, grading and evaluating of the student-employee on the classroom instruction is based upon performance on:

   a. Written subject matter assignments and tests.
   b. Work in assigned portfolios.
   c. Verbal presentations.
   d. Other individual and group projects using office machines and equipment.

2. A portion of the student's grade could be based on attendance, proper use of time and certainly the quantity and quality of performance in the classroom.

3. The evaluation of the student-employee's on-the-job training and performance is based on:

   a. Observations of the teacher-coordinator.
   b. Consultations with the training station supervisor.
   c. A student-employee evaluation form filled out by the training station supervisor at the completion of each grading period.

V. TEXTBOOKS AND REFERENCES

Refer to the section under

VI. AUDIO-VISUAL AIDS

References directly related to cooperative office education

South-Western Publishing Monographs

VII. EQUIPMENT AND SUPPLIES

Refer to this section under Clerical and Secretarial Office Procedures.

VIII. LAYOUT AND FACILITIES

Ideally this class should be arranged in an office-like manner. If this is not possible, this class should meet in the office procedures room.

IX. ORGANIZING A NEW COOPERATIVE EDUCATION PROGRAM

When implementing a cooperative education program, a coordinator will find it helpful to undertake the following steps: (They are not in order of importance.)

A. Obtain a copy of the Montana Cooperative Education Coordinators Handbook.

B. Write a basic outline of the plan of your program; receive approval from the necessary administrators.

C. Choose and meet with an advisory committee.

D. Set up related courses and class schedule.

E. Set up policies (approved by administration).

1. Student selection.
2. Coordinator--duties and time allowed.
3. Student credit.
4. Work hours.
5. Wage rates.
6. Contracts for reimbursement (Office of the Superintendent of Public Instruction).
7. Coordinator contract (extended period of time).

F. Examine employment opportunities.

G. Obtain materials of instruction.

H. Plan classroom.

I. Plan office space for coordinator.

J. Draw up related course instructional outline.

K. Organize local chapter of Office Education Association.

L. Select training stations.

M. Plan ways of informing school and community members.

N. Develop training plans which are centered around career objectives.

X. ADVISORY COMMITTEE

A. Provisions for Advisory Committee.

An advisory committee should be selected in an initial effort to obtain advice to improve the Vocational Business and Office Education programs.

B. Committee Organization.

1. Approximately 5-7 people shall be selected and invited to act as advisory committee members. In addition to several employees and employers in related fields, school personnel may be ex-officio members.

2. Advisory Committee members will be selected by the teacher-coordinator and approved by the principal and/or superintendent. A written invitation will come from the superintendent, not from the teacher-coordinator.

3. Term of membership--membership rotation should be set up on a one, two or three-year term.

C. Getting the Committee Started.

1. Acquaint the committee with the vocational program.

2. Let the committee elect its own officers, call its own meetings and appoint subcommittees. (These will meet separately from regular committee.)

3. Have guidelines to show the functions of the committee, length of time to be served, etc.

D. Functions of Committee Meetings.

1. Assist in improving curriculum patterns.

2. Advise in selection of purchasing and maintaining equipment and lending equipment.

3. Help from speakers bureau.

4. Provide resource materials.

5. Aid in the placement of graduating business students.

6. Aid in securing training stations for cooperative office education students.

7. School personnel cooperate by listening to recommendations of the committee and keeping minutes of meetings and distributing them to all members of the advisory committee.

8. Help promote the Office Education program.

9. Assist in evaluation of the program.

It must be remembered, however, that the Adivsory Committee is purely advisory in nature and does not assume any responsibilities of the school administration.

NOTE: Let the committee do the work. Don't let the school personnel dominate.

Special and technical committees may be helpful. When a committee meeting is called, an agenda should be mailed out in advance to every member.

Three or four meetings a year should be adequate.

First meeting: information and organizational meeting.

Second meeting: exchanging ideas on training stations, develop training stations, talk about needs and help explain what a good training station is; suggest equipment, speakers and field trips.

Third meeting: overview of what has happened and an evaluation on the program; aid in placement of graduating business students.

Fourth meeting: explain needs for the coming year--aid in securing job stations for cooperative office education students.

DATA PROCESSING

One semester Grades 11 or 12

This course provides the student with an overview of data processing and computer knowledges and concepts. The student will explore some of the ways in which the computer is being used in business and will examine the language systems that may be employed in communicating with data processing equipment. This course is vital to all business students but may be taken as an elective by any student interested in data processing.

I. OBJECTIVES

The student will:

A. Become familiar with data processing terminology and how data is computerized and processed.

B. Become acquainted with the changes that have taken place in processing data because of electronic computers.

C. Develop, through the unfailing logic required by the computer, experience and skill in analyzing problems and laying out logical step-by-step solutions.

D. Explore careers in which the student needs to understand automated data processing, even though the job may not be directly connected with electronic computers.

E. Investigate the job opportunities in data processing and the qualifications needed to fill them.

F. Attain a basic foundation on which a career in electronic data processing can be built.

II. UNITS--TOPICAL OUTLINE

A. Introduction to the course

1. Definition of data processing.

2. Brief history.

3. Need for data processing.

4. Application of data processing.

5. Limitations of data processing.

6. Future impact of data processing.

B. Careers in data processing.

1. Types of jobs.

2. Required training.

C. Manual and mechanical data processing systems.

1. Basic operation.

2. Types of equipment.

D. Punched cards

1. Card planning and layout.

2. Recording information on card.

3. Sorting and classifying data on card.

E. Other common language media.

1. Magnetic media.

2. Optical scanner media.

F. Processing data using unit record systems.

1. Keypunch equipment.

2. Types of application.

G. Electronic Computer Systems.

1. Computer types and features.

2. Computer configuration.

a. Input.
b. Processing.
c. Storage.
d. Output.

3. Computer flowcharting.

4. Computer capability.

5. Computer language.

6. Write programs.

7. Introduction to Micrographic Systems and Microcomputers.

III. TEACHING METHODS

A. Lecture to introduce new materials and concepts.

B. Discussion.

C. Simulation through the usage of practice sets.

D. Field trips to businesses and industries using E.D.P. equipment with a demonstration of the various E.D.P. equipment.

E. Guest speakers.

F. Actual use of computer terminals.

G. Actual use of microcomputers.

H. Student reports on E.D.P.

I. Use of films and filmstrips to illustrate use of E.D.P. equipment, micrographic systems, and microcomputers.

IV. EVALUATION, STANDARDS OF PERFORMANCE, TESTING AND GRADING

A. Use objective and subjective testing.

B. Kits are available from publishers and machines companies.

V. TEXTBOOKS AND REFERENCES

Allyn & Bacon, Inc.
Charles E. Merrill Publishing Co.
Creative Computing Press
General Electric Company
Gregg/McGraw-Hill
Holt, Rinehart and Winston, Inc.
International Business Machines
McMillan Company
Prentice-Hall, Inc.
Reston Publishing Co.
Richard D. Irwin, Inc.
Science Research Associates
South-Western Publishing Co.
U. S. Government Printing Office
Wadsworth Publishing Co.
William C. Brown Company

Other Reference:

Wff 'N Proof Games, Maple Avenue, Turtle Creek, PA 15145

Periodicals:

Creative Computing
Datamation
The Forum
Journal of Systems Management

VI. AUDIO-VISUAL AIDS

U. S. Office of Education
Modern Talking Pictures
IBM Corporation
General Electric Company
Sperry-Rand Corporation

VII. EQUIPMENT AND SUPPLIES

The equipment listed may not be available in all schools. It is recommended that if the equipment is not available in the school, field trips be utilized so students may see the equipment in operation and perhaps get hands-on experience.

Keypunch and other unit record equipment.
Telephone and modum for terminal hookup.
Computer hardware and software.
Overhead projector and screen.
Microcomputers and software.
Micrographic system.

VIII. LAYOUT AND FACILITIES

Room adequate in space and wiring to provide for equipment.

ECONOMICS

One semester or
full-year course

Grades 11 or 12

A course in economics at the high school level has a simple purpose--increased economic understanding. The student as a wage earner, consumer, and investor should understand that economic considerations which are beneficial to a particular individual may or may not be good for the overall economy. Reasonable participation in the affairs of the community and nation insures more widespread economic understanding. Economics at the high school level should not only develop informed consumers but should also develop literate individuals who are capable of discharging their responsibilities as citizens intelligently.

I. OBJECTIVES

The student will:

A. learn and use the specific vocabulary of economics

B. receive a general overview of how our economic system solves basic economic problems

1. what will be produced with our resources?
2. how much can we produce and how fast shall the economy grow?
3. who will get the goods and services produced?

C. learn how different economic systems solve the three basic economic problems and ascertain the role of the government in each instance.

D. through the use of simple models, develop an understanding of how the interaction of supply and demand influences prices

E. develop an understanding of the various types of economic markets and describe their roles in the overall economy.

F. develop the ability to think independently and analytically concerning economic problems and to not always expect a standard, universal solution.

G. demonstrate the ability to read and interpret graphs, charts, and various economic indexes.

H. through individual and group projects, become acquainted with certain economic theories.

I. read extensively in outside sources on current economic issues at the federal, state and local levels.

II. UNITS--TOPICAL OUTLINE

A. The fact of scarcity

1. How our economy solves the basic economic problems and what resources will be used

2. How these basic problems are solved in various economies

a. a market-directed economy
b. a command economy
c. a mixed economy

B. Economic markets in a private enterprise economy

1. The role of incentives and competition

2. Economic concentration and monopoly

C. The role of government

1. Taxes

2. Government spending

D. Banking and the Federal Reserve

1. The role of money and credit

2. Savings and investing

E. Economic growth and stability

1. Gross National Product

2. Business cycles

F. Measures of national income

1. Problems of economic growth

2. Forces determining national production

3. Government budgets

4. Monetary policy

5. Fiscal policy

G. The distribution of income

H. The role of organized and unorganized labor

1. Historical role

2. Wages and labor unions

3. Labor legislation

I. The farm problem

J. International trade

K. Special economic problems

1. The low-income family

2. Social Security

3. Problems of employment

L. Comparative economies

1. Capitalism

2. Socialism

3. Communism

M. Under-developed economies

III. TEACHING METHODS

A variety of methods for teaching economics can best guide the student in acquiring the ability to think intelligently about economic issues. Materials in the textbook must be understood as a basis for further study. However, the order of the units as presented in the textbook need not be followed. Items of economic interest to the class or items based on local economic issues may be the criteria for determining the order in which the material should be covered. Newspapers and periodicals should be used extensively in the economics class.

A. Lecture--discussion method for basic concepts in the text

B. Socio-drama and skits depicting such issues as labor-management sessions for collective bargaining, a board of directors' meeting or a legislative session presenting the pros and cons of a tax proposal

C. Oral and/or written reports on current economic topics

D. Individual study and research on a topic of economic importance chosen by the student

E. Panels to present opposing sides on controversial issues are effective

F. Debates and use of an adversary approach on controversial issues

G. Guest speakers from agriculture, industry, government or labor can effectively contribute to learning if such presentations are properly planned

H. Field trips to banks or to local industries may aid in economic understanding. A small group or committee may be designated to make the trip and report back to the class. This is often more effective and gives more responsibility to individuals for obtaining all the significant data, organizing it, and reporting their observations to the class

I. For independent study, the contract plan works well. The student actually signs a contract for the type and amount of work to be completed for a specific grade.

J. Use of class studies to illustrate a point of theory; i.e., the Cigarette Case and Price Fixing or the Railway Dispute and Automation.

K. Use of films and filmstrips; also, the overhead projector to illustrate various charts, diagrams and graphs.

L. Maintenance of a good classroom libarary which provides ready access to resource materials.

IV. EVALUATION, STANDARDS OF PERFORMANCE, TESTING AND GRADING

A. Use a pre-test (preferably teacher made) before study begins to determine what level of economic understanding students have. Use an achievement test at the end of the course to determine the degree of learning which took place.

B. Teacher- and publisher-constructed tests may be used to measure basic learning (vocabulary, concepts, etc.)

C. The ability to read graphs and charts can be measured by supplying a variety of such forms and asking pertinent questions about them.

D. Essay and problem-type tests may be given to evaluate economic understandings and to measure the student's ability to think critically and to organize data logically.

E. Questions on economic situations may be constructed to test the student's ability to distinguish between statements of fact and statements of opinion, between probable conditions and theoretical conditions, and between actual experience and imaginary experience.

F. Students may be evaluated on their participation on panels, debates, skits, or other presentation.

V. TEXTBOOKS AND REFERENCES

Allyn & Bacon, Inc.
Charles E. Merrill Publishing Company
Ginn & Company
Gregg/McGraw Hill
Harcourt, Brace and Jovanovich
Houghton Mifflin
Prentice-Hall, Inc.
Scott, Foresman & Company
South-Western Publishing Company

Organizations Active in Publishing Economic Materials

National Industrial Conference Board, Inc.
United States Chamber of Commerce

VI. AUDIO-VISUAL AIDS

Association Films, Inc.
Bailey Film Asosciates
Current Affairs Films, Inc.
Coronet Instructional Films
Pat Dowling Pictures
Encyclopedia Britannica Films, Inc.
Ford Motor Company
Household Finance Corporation
International Film Bureau, Inc.
Institute of Life Insurance, Education Division
McGraw-Hill Book Company, Text Film Department
Modern Talking Picture Service, Inc.
Montana State Film Library

VII. EQUIPMENT AND SUPPLIES

A. Basic Equipment

1. Classroom with sufficient furniture to allow each student writing space.
2. Movie projector and screen.
3. Overhead projector and transparencies.
4. Current periodicals and resource material for projects and reports.
5. Ample shelf space for the classroom library of economic books and pamphlets.

B. Supplies

1. Paper, colored pencils, other materials for student use in construction of graphs and charts.
2. Bulletin boards for display purposes.
3. Chalkboards and various colored chalks.

VIII. LAYOUT AND FACILITIES

No special facilities are required; however, a room in which the desks or tables could be rearranged in a circle or semicircle to promote discussion would be desirable. Also, the room should be equipped so films, filmstrips, and tranparencies could be used.

KEYBOARDING

Nine Weeks Grades 5 through 12

The term keyboarding evolved with the advent of electronic keyboards such as those found on computer terminals, microcomputers, and word-processing equipment. Generally, keyboarding has come to mean the process of inputting information through an electronic keyboard. To enter information efficiently through the keyboard, the operator must learn how to manipulate the keyboard by touch just as a typist controls the typewriting keyboard "without looking." Here the term keyboarding will mean operating the alpha/numeric keys of an electronic keyboard by touch.

Keyboarding may be taught using either the electronic keyboard or a standard electric typewriter keyboard. Because of the crisp touch required, some evidence appears to indicate that a student will develop better basic stroking techniques on the electric typewriter keyboard than on the electronic keyboard. If an electric typewriter is used to teach the keyboarding course, touch control of the numeric keypad may be taught on a calculator with a standard, full-size 10-key keyboard.

There is little evidence substantiated by research which would indicate a minimum grade level at which keyboarding might be taught effectively. In schools where microcomputers are used quite extensively in the middle grades, it is strongly suggested that school officials make every effort to provide a qualified keyboarding course at these grade levels so that students may utilize the equipment efficiently. In addition, this would assure that students would not develop improper (sometimes irreversible) keyboarding habits which would hamper future growth in microcomputer or typewriter usage.

It is essential that a teacher trained and certified to teach typewriting be assigned to teach the keyboarding course.

I. OBJECTIVES

The student will:

A. Develop the ability to operate a basic alpha/numeric keyboard by touch.

B. Develop the ability to input straight alphabetic copy for three minutes, using proper touch keyboarding techniques, at a minimum rate of 25 gross words a minute with no more than 2 to 3 errors per minute.

C. Develop the ability to operate the symbol keys (and function keys) with a minimum of visual assistance.

D. Develop the ability to operate a standard 10-key numeric keyboard by touch.

E. Develop the ability to proofread material which has been entered through the keyboard, locate all errors, and use the appropriate method or mechanism to correct the errors.

F. Acquire at least a knowledge of the types of functional keys normally located on an electronic keyboard.

G. Learn to perform the basic types of keyboarding activities typical of those most likely to be encountered in personal use or in advanced training.

H. Learn the basic vocabulary and the basic concepts usually encountered in keyboarding operations.

II. UNITS--TOPICAL OUTLINE

A. Learning to operate the alphabetic keyboard by touch.

1. Developing the proper techniques for keyboarding.

2. Developing inputting speed.

3. Developing inputting control.

4. Developing proofreading skills.

5. Developing error correction techniques.

B. Learning to operate the numeric and symbol keys.

C. Learning touch control of the 10-key keyboard.

D. Learning the vocabulary and concepts of information processing.

E. Developing efficient inputting skills for information processing.

F. Applied keyboarding activities.

III. TEACHING METHODS

A. The teacher should plan to utilize 45 to 50 class periods to teach touch control of the keyboard and to develop a basic usable skill.

B. The teacher should utilize standard, accepted procedures for teaching touch control of the alphabetic and numeric keyboard whether the equipment used is microcomputers or typewriters.

C. The teacher should emphasize (1) proper keyboarding techniques, (2) increased stroking power, and (3) reasonable error control.

D. The teacher should teach touch control of a standard 10-key numeric keyboard utilizing accepted procedures.

E. Keyboarding textbooks are avilable, but basic keyboarding and touch control of the 10-key numeric keypad can be taught using a typewriting textbook and a textbook written for the electronic calculator

F. If microcomputers are used for the keyboarding course, software programs are available for individualized instruction.

IV. EVALUATION, STANDARDS OF PERFORMANCE, TESTING, AND GRADING

Grading standards should be consistent with instructional objectives. Standards will vary with the amount of time devoted to the keyboarding course and the grade level at which the course is offered.

Suggested grading scale for three minute straight-copy writings with a three to six error limit:

GWAM	GRADE
35-up	A
30-34	B
21-29	C
18-20	D

Items to be included in the final grade:

	Percent of grade
Techniques	25
Basic skill competencies	50
Problem solving and informational tests	15
Work habits and attitudes	10

Techniques to be evaluated should include position at typewriter or microcomputer, keystroking, and reading-keyboarding response.

V. TEXTBOOKS AND REFERENCES

Any basic typewriting textbook may be used to teach a basic keyboarding course; however, keyboarding textbooks and programs are available from the following publishers:

Career Aids, Inc.
Gregg/McGraw-Hill Book Company
Science Research Associates, Inc.
South-Western Publishing Company

VI. AUDIO-VISUAL AIDS

Audio-visual aids, including diskette programs, are available from the following publishers:

Career Aids, Inc.
Gregg/McGraw-Hill Book Company
Science Research Associates, Inc.
South-Western Publishing Company

VII. EQUIPMENT AND SUPPLIES

Microcomputers or
Computer terminals or
Typewriters (preferably single-element electric typewriters) and
electronic calculators
Stopwatch
Interval timer

VIII. LAYOUT AND FACILITIES

Tables should be adjustable to conform to students' needs. Chairs should be such that all students may sit comfortably with feet resting on the floor.

Room should be arranged to allow the teacher to move about to observe students' keyboarding techniques and to provide individual instruction when necessary.

OFFICE PROCEDURES

One semester Grade 12

Office Procedures is visualized as a one-semester course which would include those general skills and knowledges students need to have acquired to round out their training to become considered for entry-level employment. Students who take office procedures combined with specialized courses such as accounting, business machines, data processing, shorthand and transcription, typewriting, word processing and finally a simulated office laboratory and/or cooperative office education should be well prepared to accept entry-level positions when they leave the secondary school.

There is no attempt here to distinguish between clerical and secretarial office procedures. This distinction would come with emphasis on the choice of specialized courses. For example, the secretarial office program would include shorthand and transcription whereas the clerical program may include word processing.

The simulated office laboratory and the cooperative office education program would be considered capstone courses; office procedures should just precede and be prerequisite to these programs.

I. OBJECTIVES

The student will:

A. Demonstrate a minimum basic skill in typewriting of 40 gwam on straight-copy material with reasonable control.

B. Demonstrate facility in typing statistical material.

C. Demonstrate basic skills in copy arrangement at the typewriter to include letters, memorandums, tables, filling in forms, addressing envelopes, making carbon copies, typing material for duplication, and other formatting activities.

D. Demonstrate the ability to produce mailable or usable copy quickly from material dictated and recorded in shorthand and/or recorded on a transcribing machine.

E. Demonstrate the ability to prepare masters for and produce duplicated copies on whatever duplicating equipment is available in the school.

F. Demonstrate skill in operating calculating machines.

G. Demonstrate skill in using alphabetic filing rules and procedures and at least an acquaintanceship with numeric, geographic, and subject filing.

H. Demonstrate a knowledge of accounting activities most often used in the general office; for example, payroll procedures and handling petty cash.

I. Demonstrate a knowledge of incoming, outgoing, and interoffice mailing procedures.

J. Demonstrate a knowledge of telephone technique and etiquette, both for incoming and outgoing calls.

K. Develop the ability to select and use necessary sources of information.

L. Demonstrate knowledge of business behavior, human relations, and office etiquette.

M. Learn how to maintain health and learn acceptable dress and grooming practices for the office.

N. Learn of the office occupation career opportunities available and how to seek out and apply for an office position.

II. UNITS--TOPICAL OUTLINE

A. Review and improve typewriting skills and techniques (see Typewriting guideline)

B. Review and improve shorthand recording and transcribing skills (see Shorthand and Transcription and Business Machines)

C. Review English usage including spelling and punctuation (see Business Communications)

D. Duplicating machines (see Business Machines)

E. Calculating machines (see Business Machines)

F. Information processing (see Data Processing and/or Word Processing)

G. Filing
   1. Alphabetic
   2. Numeric
   3. Geographic
   4. Subject
   5. Records management procedures

H. Payroll and Petty Cash

I. Mailing procedures
   1. Incoming mail
   2. Outgoing mail
   3. Interoffice mail
   4. Electronic mail
   5. Other services available

J. Telephone techniques
   1. Incoming calls
   2. Outgoing calls
   3. Other telephone services and equipment

K. References--Sources of Information
   1. Secretarial handbooks
   2. Dictionaries
   3. Travel and transportation
   4. Lodging
   5. Planning itneraries

L. Business Behavior and Human Relations

M. Health, Grooming, and Dress

N. Obtaining an Office Position
   1. Sources
   2. Job application
   3. Interviewing techniques

III. TEACHING METHODS

Teaching Office Procedures offers potential for an unlimited variety of teaching methods. The teacher should obtain a good textbook, of which several are available. Workbooks, laboratory materials and practice sets are available to accompany most textbooks.

Suggested methods include:

A. Recitation and discussion

B. Demonstration

C. Lecture

D. Panels

E. Committee reports

F. Student reports--oral and written

G. Guest speakers

H. Field trips

I. Class projects

J. Role playing

K. Audio-visual materials

L. Simulations

M. Teletrainers for telephone training

IV. EVALUATION, STANDARDS OF PERFORMANCE, TESTING AND GRADING

Because of the variety of items to be covered in Office Procedures and because of the diverse methods of instruction available, it would be fruitless to suggest an evaluation scheme for all situations. Teachers should develop innovative, individualized methods of evaluating performance appropriate to their own methods. Since Office Procedures should be placed near the end of the students' training programs, the standards should approximate those expected of entry-level workers.

Some suggested methods of evaluation might include:

A. Formal and informal written tests

B. Standardized tests

C. Tests supplied by publishers

D. Problem solving (case studies, etc.)

E. Peer evaluation

F. Self-evaluation

G. Personality check lists

H. Evaluation of job application including interview by a person outside the school--potential employer perhaps

V. TEXTBOOKS AND REFERENCES

Airlines guides
Allyn and Bacon
American Records Management Association
American Telephone and Telegraph Co.
Career Institute
Careers Materials
City Directories
Dartnell Corporation
Glencoe Press
Gregg/McGraw-Hill Book Co.
Harcourt Brace Jovanovich
Hotel and Motel Red Book
Milady Publishing Corporation
Office Products News
Pitman/Laidlaw Brothers
Pitney Bowes
Post Office (local)
Prentice-Hall, Inc.
H. M. Rowe Company
Singer/SVE
South-Western Publishing Co.
Telephone system (local)
J. Weston Walch, Publisher

VI. AUDIO-VISUAL AIDS

Association-Sterling Films
Business Education Films
Coronet Instructional Films
Encyclopedia Britannica Films, Inc.
Ideal Picture Corporation
Modern Talking Picture Service
Singer/SVE
Western Tape

VII. EQUIPMENT AND SUPPLIES

Electric or electronic typewriters
Overhead and movie projectors and screens
Tape recorder
Interval timer and stopwatch
Teletrainer (obtain on loan from local telephone system)
For equipment necessary for specialized units see:
- Business Machines
- Data Processing
- Shorthand and Transcription
- Word Processing

VIII. LAYOUT AND FACILITIES

Adjustable typing tables
Counter space
Storage facilities for teacher and students
Filing cabinets
Chalkboard
Bulletin board
Running water and sink
Full-length mirror
Sufficient electrical outlets or Electriduct strips

RECORDKEEPING

One or two semesters

Grades 9 or 10

Recordkeeping will enable the student to develop valuable skills in working with business forms and following procedures used by all types of businesses. The skills and knowledges gained in this course should also help the students to manage their personal finances. Neatness and accuracy are an integral part of the course.

I. OBJECTIVES

The student will

A. Receive a general, overall knowledge, rather than a mastery of accounting fundamentals, with emphasis on personal use.

B. Be provided with problem-solving activities which emphasize neatness and good work habits.

C. Develop general skills in working with business forms and procedures for many types of businesses.

D. Become acquainted with the basic fundamentals of the complete accounting cycle necessary to keep a simple set of books for a small business.

E. Develop and improve basic computational skills necessary for employment.

F. Develop an appreciation for the importance of accurate records in the operation of a business enterprise and for keeping personal financial records.

G. Be provided with opportunities to gain knowledges and skills for future occupational and personal use.

II. UNITS--TOPICAL OUTLINE

A. Introduction

1. Penmanship and legibility

2. Accuracy and verification

3. Following instructions

B. Cash Receipts Processing

1. The cash drawer

2. Sales receipts

3. Computing sales tax

4. Making change

5. Making deposits

6. Proving cash

7. Petty cash fund

C. Banking

1. Writing checks
2. Balancing and reconciling the checkbook
3. Loans
4. Savings accounts

D. Recordkeeping for Sales

1. Sales slips
2. Sales taxes
3. Charge customers and the sales journal
4. Posting to accounts receivable
5. Preparing statements

E. Recordkeeping for purchases

1. Requisitions
2. Charge accounts
3. Interest rates
4. Purchase orders
5. Accounts payable and purchases journal

F. Payroll Recordkeeping

1. Computing time and earnings
2. Deductions
3. Payroll reports

G. Personal recording keeping

1. Purchasing large items
2. Taxes
3. Keeping family books

H. Data processing in recordkeeping

III. TEACHING METHODS

The teacher should keep in mind that students must learn to understand and appreciate the purposes and importance of financial records in business and personal life and that students need to acquire the fundamental skills to process these records. Recordkeeping should be designed so that, upon successfully completing the course, students may advance to other accounting courses, may keep a set of personal financial records, and/or may be able to accept an entry-level recordkeeping position in business.

A. Very often students who are enrolled in recordkeeping classes may have experienced frequent failures in their role as students. Therefore, anything the teacher can do to develop self-confidence in these students and to provide them with opportunities for succeeding is important.

B. Students should not be given homework assignments until they have been adequately prepared to complete the assignments. Students quickly become discouraged by attempting assignments or problems which are too difficult or too advanced for them to complete.

C. Homework assignments should be initiated in class so the teacher may determine whether students are able to comprehend and complete the tasks involved.

D. Each class session should consist of a variety of activities including seeing, listening, discussing, and writing.

E. Field trips with emphasis on recordkeeping techniques of different businesses are an excellent motivator.

IV. EVALUATION, STANDARDS OF PERFORMANCE, TESTING AND GRADING

A. Student needs in basic computational skills should be determined by administering a pretest.

B. Frequent, short tests are preferable to long, comprehensive tests covering large amounts of material.

C. In evaluating students, spelling, vocabulary, arithmetic fundamentals, and penmanship should be included.

D. In addition to tests provided by publishers, teacher-made tests and other means of evaluation should be used to determine student achievement.

V. TEXTBOOKS AND REFERENCES

Texts

Allyn and Bacon
Gregg/McGraw-Hill
South-Western Publishing Company
Pitman Publishing Corporation
H.M. Rowe Company

VI. AUDIO-VISUAL AIDS

Bureau of Internal Revenue
Local Post Office
Superintendent of Documents
Government Printing Office
Minnesota Mining and Manufacturing Company

VII. EQUIPMENT AND SUPPLIES

(see section on Accounting)

VIII. LAYOUT AND FACILITIES

(see section on Accounting)

SHORTHAND AND TRANSCRIPTION

One or Two Years Grades 11 and/or 12

Evidence continues to show that shorthand is still a functional skill for those whose goals tend toward careers as secretaries and stenographers. This is especially true for secretaries and stenographers who may have aspirations for promotion in these positions to the ranks of top management (Dartnell Corporation, survey by Billmeier, 1977).

Because of the technical and specialized nature of shorthand teaching, it is strongly recommended that only the teacher who is professionally qualified attempt to teach the subject. Attempts to teach shorthand by unqualified teachers most often lead to frustration if not failure for both the student and the teacher.

These guidelines have been developed primarily for the teaching and learning of a symbol system shorthand, but with a few adjustments they will apply equally as well to an abbreviated longhand system.

FIRST-YEAR SHORTHAND

I. OBJECTIVES: FIRST-YEAR SHORTHAND

The student will:

A. Develop the ability to read shorthand notes from the textbook and from the student's shorthand notes at a rate of 100 to 150 words a minute.

B. Develop the ability to write accurate, legible shorthand outlines based on the principles of the system being learned.

C. Develop the ability to record previewed new material dictated at a rate of 80 to 100 words a minute for a period of three minutes.

D. Develop the ability to transcribe these shorthand notes at the typewriter with 95 percent accuracy.

E. Develop the ability to record material dictated at a moderate "control rate" and to transcribe these shorthand notes into usable (mailable) transcript.

F. Develop flawless spelling habits and the habit of consulting a dictionary when in doubt about the correct spelling, choice, or division of a word.

G. Develop the ability to apply basic, accepted rules of punctuation and English grammar to all material transcribed and the habit of consulting an appropriate reference when in doubt about proper usage.

H. Begin to develop work habits and attitudes that are consistent with what is expected of employees in office occupations.

SECOND-YEAR SHORTHAND

I. OBJECTIVES (Continued) SECOND-YEAR SHORTHAND

The student will:

A. Develop and demonstrate the ability to record unfamiliar material dictated at 100 to 120 words a minute for three minutes.

B. Demonstrate the ability to transcribe these notes at a reasonable, predetermined rate with 95 percent accuracy.

C. Demonstrate a mastery of good spelling habits and acceptable punctuation and English grammar usage.

D. Demonstrate the ability to record correspondence dictation at a "control rate" and to transcribe these notes at a predetermined rate into usable transcript.

E. Demonstrate the ability to use good judgment in solving problems connected with shorthand dictation and transcription.

F. Demonstrate acceptable occupational standards in all work assigned and submitted for evaluation.

G. Demonstrate work habits, personal traits, and attitudes essential for occupational success.

I. OBJECTIVES (Continued) TRANSCRIPTION

The student will:

A. Develop the ability to transcribe recorded shorthand notes at the typewriter at predetermined rates.

B. Develop the ability to produce acceptable transcripts (all errors located and corrected) consistently.

C. Develop the ability to spell correctly and the habit of consulting a dictionary when in doubt about the correct spelling.

D. Acquire a knowledge of acceptable practices in the use of punctuation, word-division, number expression, capitalization, sentence structure, and paragraphing.

E. Learn to use various styles for transcribing letters, reports, manuscripts, minutes of meetings, telephone messages, and other miscellaneous methods of written communication.

F. Develop an effective transcription rate which is consistent with entry-level job requirements.

II. UNITS--TOPICAL OUTLINE

A. Introduction to the shorthand system.

B. Importance of shorthand in the office and as an aid to an occupational career.

C. Theory and/or principles of the shorthand system.

D. Reading shorthand from textbook plates.

E. Writing shorthand.

F. Reading from shorthand notes.

G. Taking dictation from practiced material.

H. Transcribing from recorded shorthand notes.

I. Taking sustained dictation from new, previewed material and transcribing these notes with 95 percent accuracy.

J. Introduction to "mailable letters."

K. Integrating grammar usage, punctuation principles, spelling problems, word division, and letter styles into transcription practices.

L. Refining recording and transcribing skills to occupational levels.

III. TEACHING METHODS--SHORTHAND

A. The teacher should obtain and utilize the teachers' handbook or manual published to accompany the shorthand system being taught.

B. The shorthand teacher should bear in mind that the ultimate objective of shorthand instruction is to develop in students the ability to record dictation at moderate to fast rates and to transcribe the shorthand notes into usable transcript. All instruction leading up to the development of this skill is imperative but secondary.

C. Classroom activities essential to learning a shorthand system include reading and writing shorthand notes and eventually transcribing these notes. Other activities, including lecturing and giving directions, should be kept to a minimum.

D. Students should read shorthand notes phonetically at the beginning. Phonetic reading is essential to developing phonetic writing.

E. Students should be taught to write accurate, fluent shorthand notes. The preponderance of evidence gathered through legitimate research studies shows that students who write the more accurate outlines tend to take dictation at faster rates and to transcribe their notes more accurately.

F. The shorthand teacher should frequently demonstrate theoretically correct shorthand outlines at the chalkboard or the overhead projector.

G. Dictation rates during speed-building activities should progress from speeds that all students can take up to speeds that will challenge the more advanced students.

H. Dictation, whether it be given for speed-building or for transcription purposes, should always be timed accurately.

I. Especially when giving dictation for speed-building purposes, the teacher should preview the material generously and follow the dictation with a postview when necessary.

J. Provision should be made for frequent review and reinforcement of the theory and principles of the shorthand system.

K. The teacher should take advantage of the opportunities provided in most shorthand textbooks to teach correct punctuation practices, correct spelling, and acceptable grammar usage.

L. Most dictation for speed building purposes should be given in short, progressive spurts of one minute or less.

M. Students should have had typewriting instruction prior to enrolling in beginning shorthand. At the very least, students should be concurrently enrolled in a beginning typewriting class.

N. Starting with the first shorthand class, typewriters should be made available to students in the shorthand classroom.

O. In addition to developing skill in recording correspondence dictation, students should be given an opportunity to utilize their recording skill to record directions, instructions, telephone messages, and minutes of meetings and conferences.

P. Most authors and experts now recommend the use of "three-minute speed takes" to measure student progress. The teacher might also consider utilizing one- and/or two-minute speed takes as motivational devices. These shorter takes might be graded by adding 20 or 10 wam to the three-minute speed goals.

Q. Speed takes to measure student progress should be given only after extensive speed-building exercises and students have had an opportunity to improve their recording speed. Generally, it is recommended that speed takes be dictated no more often than once a week.

R. It is essential that work outside of class be assigned. It is suggested that within the constraints of school policy, the teacher require at least one-half hour of reading and writing practice outside the regular class period.

III. TEACHING METHODS (Continued) TRANSCRIPTION

A. To develop efficiency in transcribing, emphasize correct technique for typewriting and machine operation.

B. In the beginning students will need help learning to locate and correct errors, but ultimately students must be responsible for locating and correcting all their own errors.

C. Teach students to use various error correction techniques and to distinguish between acceptable and unacceptable corrections.

D. Proceed from simple transcription problems to the more complicated problems. For example, from shorthand textbook plates, to recorded sentences and paragraphs, and finally to mailable letters.

E. Even though in their earlier school career students may have been exposed to acceptable practices in the use of punctuation, capitalization, word division, number expression, sentence structure, and paragraphing, do not assume that they are able to apply these practices correctly and consistently. These elements usually require considerable review and application.

F. Students should learn to use reference manuals to seek answers to the more complicated questions concerning correct mechanics usage.

G. Rather short, intensive, repetitive drills are best for developing transcription speed and accuracy.

H. The dictation for mailable letters should be given at a rate that all students can record accurately. The dictation might be given at different rates, but at least a portion of the dictation should be at a rate that the slowest student can record.

I. Students should have a few opportunities to transcribe notes recorded from "office-style" dictation and to transcribe from "cold" notes.

J. To encourage accuracy, students should be allowed to ask questions about proper names, addresses, and amounts or provide reference lists concerning these items.

K. As an alternative and to conserve time, consider having students utilize "rough-drafting" techniques when transcribing three-minute speed takes (double-space the transcript and "x-out" for errors, typing the correct word or words above or at the right of the "xed-out" material).

L. It is suggested that transcription for mailable letters be delayed until perhaps after the middle of the second semester, or at least until students have gained a recording skill of at least 60 to 80 words a minute.

IV. EVALUATION, STANDARDS OF PERFORMANCE, TESTING, AND GRADING

Formative evaluation should be continuous during the learning stages of shorthand theory and principles, the beginning stages of reading and recording dictation, and during early attempts at transcribing. Students require a great deal of teacher support and encouragement at these times.

Summative evaluation should be reserved for an appropriate measure of progress at the conclusion of units or after intensive practice sessions.

A. Reading

Reading shorthand plates and notes is extremely important in the development of recording dictation. Reading helps to develop a shorthand vocabulary as well as to reinforce shorthand theory and principles. It is suggested that student reading rates be checked for one minute on practiced material during the first-year course.

Suggested reading standards:

First Semester		Second Semester	
120 WAM	= A	140 WAM	= A
100	= B	120	= B
80	= C	100	= C
60	= D	80	= D

It may not be necessary to measure reading rates during the third and fourth semesters.

B. Theory quizzes and word lists

Since legitimate research studies have shown that students who write the more theoretically correct shorthand outlines develop higher recording skills and more accurate transcripts, it is recommended that standards for theory quizzes and word lists be set very high. For example, on a ten-word theory quiz, counting both the shorthand outline and the correct transcript of that outline, correctly spelled, the suggested grading scale would be:

100 percent	= A
95 percent	= B
85-90 percent	= C
75-80 percent	= D

Because in a symbol system shorthand program the brief forms/speed forms must be automatized, the competency standards for these should approach 100 percent. It is suggested that on such a test, with the teacher dictating all the brief/speed forms, the student should pass the test with 10 errors or less, including all the outlines, correct transcript, and correct spelling. It may require more than one attempt for some students to pass. It is recommended that passing a brief/speed form test be made a condition for passing the first-semester course.

C. Sustained dictation

Sustained dictation should be used as a means of measuring student progress only after intensive speed-building dictation exercises. It is recommended that three-minute speed dictation takes be the standard for measurement during the second, third, and fourth semesters.

It is further recommended that the standard for "passing" a three-minute speed take should be 95 percent accuracy. Furthermore, a student should either "pass" such a take or "not pass" it. A "not pass" should not be equated with a failing grade.

Suggested speed standards

First Semester (One- and two-min takes)	Second Semester (Three min takes)
80 WAM = A	90 WAM = A
60-70 = B	80 = B
50 = C	70 = C

Third Semester (Three min. takes)	Fourth Semester (Three min. takes)
100 WAM = A	110 WAM = A
90 = B	100 = B
80 = C	90 = C

D. Mailable letters

Standards for all transcription practice should be aimed toward the ultimate goal of producing usable or mailable copy consistently at reasonable rates. Students should not be expected to produce such copy with their first attempts; however, with careful instruction and purposeful practice, they should be expected to produce acceptable transcripts. In the end, students should be made responsible for correct spelling, punctuation, capitalization, grammar usage, letter forms, and for locating and correcting their own errors. Reference materials should be made available for these purposes.

A great variety of plans have been developed and used to evaluate mailable letter production. The handbooks and manuals written for the shorthand system being taught will contain a plan of evaluation recommended by the authors. Two plans for measuring mailable letter production are suggested here.

Plan One (Especially suited for second and third semester. Requires two class periods to complete.)

Teacher dictates three letters for mailable transcript, allowing 30 minutes for transcription. The second class period the letters students transcribed are returned to them and students check their own letters while the teacher reads back in detail the material which had been dictated. If necessary, the students make corrections and resubmit letters for scoring.

20 points - letter mailable with first attempt

15 points - letter mailable after student has made up to three acceptable corrections on original letter

10 ponits - letter acceptable after retyping complete letter

0 points - letter remains unacceptable after attempted corrections

Plan Two Letter Produced Within Fixed Time Period

The teacher dictates three to five letters for mailable transcript allowing 30 minutes for transcription.

By end of Second Semester	By end of Third Semester
A = 3 letters mailable	A = 4 letters mailable
B = 2 letters mailable	B = 3 letters mailable
C = 1 letter mailable	C = 2 letters mailable

By end of Fourth Semester

A = 5 letters mailable
B = 4 letters mailable
C = 3 letters mailable

For teachers who are looking for a tangible production rate expressed in words a minute, the following is suggested (VanHuss, Lambrecht, and Christensen: Shorthand Learning and Instruction, South-Western Publishing Company):

	Second Semester	Third Semester	Fourth Semester
A	15 wam	21 wam	28 wam
B	13 wam	18 wam	24 wam
C	10 wam	15 wam	20 wam
D	7 wam	12 wam	16 wam

V. TEXTBOOKS AND REFERENCES

National Book Company (Personal Shorthand)
Bobbs-Merrill Publishing Company (Speedwriting, Landmark Series)
Forkner Publishing Company (Forkner Alphabet Shorthand)
Gregg/McGraw-Hill Book Company
South-Western Publishing Company
Dictation Disc Company (Alpha Hand)

VI. AUDIO-VISUAL AIDS

Gregg/McGraw-Hill Book Company
South-Western Publishing Company
Bobbs-Merrill Educational Publishing
Dictation Disc Company
National Book Company
Western Tape

VII. EQUIPMENT AND SUPPLIES

Stopwatch
Interval timer
Typewriters
Dictionaries
Reference manuals
Individual record players with earphones
Individual tape players with earphones
Multiple-channel steno lab with individual student receivers
Tape recorder to prepare dictation tapes
Prerecorded tapes and/or records for speedbuilding and transcription

To allow students to progress at their own rate in recording dictation, tape recording/dictating equipment should be made available in the shorthand classroom. This equipment is available from the more sophisticated multiple-channel dictation laboratory which provides from three to twelve channels of dictation with individual student receivers to individual tape and/or record players. Because of the versatility and popoularity of regular cassette tapes, it is recommended that equipment which utilizes this recording medium be considered for the shorthand/transcription classroom. Inexpensive disc-type record players are available which produce sufficient audio quality for dictation practice. however, the disadvantage of this equipment is that it necessitates commercially prepared records exclusively.

Commercially prepared overhead transparencies and stripfilms are available which can be utilized as supplemental aids when presenting the theory and principles of a shorthand system and in developing reading skills. The use of audio-visual equipment and supplies can be valuable tools to assist the shorthand teacher; however, the teacher is still the prime factor in the teaching-learning process.

VIII. LAYOUT AND FACILITIES

The tables and chairs provided in the shorthand classroom should be such that students will be comfortable while they are going through the rigorous process of learning a shorthand system and recording dictation. Tables which provide a large flat surface for writing are essential. modular tables with a 20" by 36" flat surface and an L-shaped fixed bed to accommodate the typewriter are ideal for the shorthand/transcription room.

Ample chalkboard space is necessary so the teacher can demonstrate shorthand theory and write outlines for previews and postviews. An alternative and/or supplement to the chalkboard would be an overhead projector with screen. The room should be arranged so that students are able to view the chalkboard and screen easily. Bulletin boards space should also be available.

Storage cabinets for dictation tapes, records, transparencies, and tape or record players is desirable as well as file cabinets for supplemental materials.

To be most versatile, the shorthand/transcription room should be made available sometime during the day for students to take practice dictation outside of the regularly scheduled class.

Special accommodations may have to be made for physically impaired persons.

SIMULATED OFFICE LABORATORY

One Semester or One Year — Grade 12

According to Webster to simulate is "to assume, give the appearance or the effect of, copy, represent." It would follow then that a simulated office laboratory imitates, copies, or represents an existing business, it is a method of bringing the office to the student in order to provide realistic learning experiences in office education so that when the student goes to the office, there will be little difficulty in adjusting.

Of the five approaches used by teachers of office practice (cooperative directed, simulated, rotation/battery, or lecture), simulating ranks extremely high as a method of providing realism in instruction. By maintaining an office-like atmosphere in the classroom, by having the students conduct themselves as office employees and by providing the students with realistic assignments requiring cooperative effort and completion according to office standards of acceptability, students are placed in thinking-deciding-applying-doing situations to help them bridge the gap between the classroom and office job.

The student must coordinate many previously learned skills and knowledges in actual business office operations. They key to successful simulation is "Make It Real!"

The simulated office laboratory is not designed to replace any of the existing business education classes. It should be considered an opportunity for students in office procedures classes to put together a coordinated skill package of such basic business skills as typing, shorthand, accounting, business machines and filing, as well as attitudes and understanding that will give them a better chance for success on the job.

It is a capstone activity and can be designed to provide enrichment for students of all ability and skill levels.

All schools offering secretarial or clerical office training can benefit from a simulated office laboratory.

Schools that cannot operate a cooperative office education program should have a simulated office laboratory program. However, schools that can and do operate a cooperative office education program should also offer a simulated program for those students not participating in the co-op.

Any school--small, medium or large--can and should offer a Simulated Office Laboratory Program within the clerical or secretarial office procedures class. Elaborate and expensive furniture and equipment are not necessary to operate a simulated office. A small office could operate with five or six desks or tables, two or three typewriters, and an adding machine or two. However, a true business office atmosphere with real office furniture and a sufficient supply of up-to-date equipment would greatly enhance the learning situation.

I. OBJECTIVES

The student will

A. Show evidence of appropriate work habits and skills to the "world of work."

B. Working harmoniously with others.

C. Demonstrate readiness to enter the world of work by completing personal data sheets, locating job opportunities, and completing job application forms, mock interviews and follow-up letters.

D. Demonstrate the ability to apply skills and knowledges acquired in previous courses by completing various simulated activities according to business standards.

E. Explore through visitations and selected reading local and regional office occupations.

F. Perform tasks in an efficient business-like manner.

G. Learn to produce with little or no supervision.

H. Show initiative, a sense of responsibility, and a desire for quality, quantity, and economy in production.

I. Work in the various stations represented in the simulation and thereby acquire an understanding of the organizational structure, workflow, office procedures and the continuity of all office operations.

J. Recognize, define and evaluate various office problems: apply previously acquired skills, knowledge and understanding, make necessary decisions and then evaluate the results.

II. UNITS--TOPICAL OUTLINE

A topic outline has not been provided in this guideline because all units are integrated into the various types of simulation and simulated projects.

III. TEACHING METHODS--TYPES OF SIMULATION

A. Culmination activity simulation.

The basic knowledges and skills are taught on a rotation, block or unit basis. Reading and pencil and paper type learning exercises help the students develop the understandings required to perform the work. An opportunity to apply these understandings is made possible by having the class participate in a segment of office work requiring them to perform an activity after reading about the activity. An example is having the students participate in processing incoming and outgoing mail after they have studied postal regulations ans services and mail handling procedures.

B. Task simulation.

This is a method of using integrated and simulated tasks or projects to provide realistic office experiences and procedures. Transfer of learning is enhanced through the continual stressing of concept development. This type of simulation also lends itself very well to adjusting for individual differences and to evaluating student progress.

C. Position Simulation.

This is the development of individual training stations within the simulated office laboratory. The office education teacher is encouraged to cooperate with various local businessmen to develop the various training stations, which might represent a company or a position in a company. The materials used in the various training stations are real--they come from the businesses being simulated. Each training station is also supplied with all necessary information regarding the company such as history, organizational chart, flow chart, job description, job instructions, etc.

D. Model Office Simulation.

This is the simulation of an entire office within the laboratory. The number of students involved at one time as personnel in the "office" will depend on the size of the actual office being simulated or on the size of the class. This method employs a definite chain of command within the office and a definite flow of work, both of which enhance the interaction of the students.

There are two basic methods of supplying the input materials necessary for the operation of the "model" office." Input materials are supplied by simulation package, teacher or student.

IV. ORGANIZING A SIMULATED OFFICE LABORATORY

A. Suggested procedures to organize and initiate a simulated office laboratory.

1. Contact the Consultant, Business and Office Education, Office of Public Instruction, Helena, for guidance in establishment of the program. Read available material on office simulation.

2. Review office practice objectives and course content.

3. Know the special characterisitcs, advantages and disadvantages of the simulated method.

4. Sell, promote and justify the need for the program to the administration and school board.

5. Take a complete inventory of the equipment available and determine what additions the budget will permit. A telephone system, a two-period block of time in the same room and teacher-planning time are desirable.

6. Choose the type of office to simulate.

7. Study in detail the actual office and work stations to be simulated.

8. Add finishing touches, gather supplies, and set up evaluation procedures.

B. Steps to follow in designing simulated office laboratory.

1. Set up a fictitious company, give it a name and organizational structure.

2. Prepare a personnel manual for the company, list of titles for the office workers and write job descriptions.

3. Establish a flow of work.

4. Prepare a procedures manual for each work station or position in the office.

5. List equipment and supplies needed by each employee.

6. Prepare activities or outline activities to be prepared which will generate the work performed by the office. A contingency list should also be prepared to vary the established routine, to cause interruptions, to change the workload, to create stress or provide recognition.

7. Decide upon the procedure to follow in opening the company office and setting the operation in motion.

8. List the items which need to be prepared before the simulation begins.

9. Add finishing touches to make the basic operation more office like.

10. Set up an evaluation system.

V. EVALUATION

Several typs of evaluation might be used in grading and evaulating students in a simulated office program.

A. Select a rush job that would fit the position. Job must be done under time limit and given to instructor.

B. Auditing students work by instructor.

C. Self-evaluation by student and by student office manager.

D. Student conferences with instructor.

E. Debriefing sessions--staff meetings of all office personnel.

VI. TEXTBOOKS AND REFERENCES

A. Simulation Packages.

1. Safe Co.--Everett Community College, Everett, Washington
2. Serendipity--South-Western Publishing Company
3. A La Carte Enterprises--Gregg/McGraw-Hill
4. Houston House--Gregg/McGraw-Hill
5. Lester Hill Office Simulation--Gregg/McGraw-Hill
6. The Secretary--Gregg/McGraw-Hill
7. Sidewalk Surfin--Houghton Mifflin
8. Market Square Legal Center--Houghton Mifflin
9. Apex--The Oak Tree Publishing Company, Mass.
10. Zenith Finance Company--Allyn & Bacon, Inc.
11. The Landair Agency--Allyn & Bacon, Inc.
12. And others.

B. References

1. See professional magazines

VII. EQUIPMENT AND SUPPLIES

Equipment

A simple office may be established with typewriters and some simple office accessories. Additional equipment will, of course, enhance the reality of the atmosphere and enable a wider variety of activities to be provided for.

Suggested Equipment List

L-shaped desks and posture chairs
Combination dictating and transcribing unit
Transcribing unit

Electric or electronic typewriters
Filing cabinets or drawers
Adding machines or calculators or both
Stencil duplicator with stand
Mimeoscope
Styli, lettering guides, shading guides
Collating table
Stencil storage box
Fluid duplicator
Telephone hookup
Overhead projector and screen
Off-set press
Additional Equipment & supplies

Additional equipment and supplies may be added if the employment situation demands and the budget permits.

Time clock and time-card rack
Checkwriting machine
Postage meter
Photocopier
Signature, date, paid, and rec'd rubber stamps and stamp pads
Stapler
Desk calendar
Postal scales
Dictionaries and other reference manuals
Paper weights
Stape removers
Wire baskets and stationery stack trays
Stationery separators

Inventory cards or an inventory record should be made for each piece of equipment. The record should contain such information as purchase price, date of purchase, type of machine or gadget, model or serial number, manufacturer, desk or station where assigned, place and telephone number to call for service and space to list repairs made and dates. Students should assist the teacher in the care and maintenance of the equipment.

VIII. LAYOUT AND FACILITIES

Ideally a high school which schedules simulated office practice every period in the school day may wish to set aside a room for this purpose, remove the chalkboards and bulletin boards, purchase color coordinated office furniture and wall to wall carpet, use partitions to enclose private offices for the executives and obtain some of the myriad gadgets used to facilitate office work. It is not realisitc, however, to expect an ordinary classroom in the average high school to look exactly like an office, especially when other classes must meet in the room during the day. The chalkboards and bulletin boards are needed for the basic instruction given in the simulated office company training programs as well as for instruction in other classes.

TYPEWRITING

Four Semesters Grades 9, 10, 11, or 12

Typewriting skill is of value to students as a rapid and efficient means of communicating; therefore, typing is recommended for all secondary school students. The first two semesters are designed to develop basic typewriting skill for both personal and occupational application. The last two semesters are vocational in purpose and are designed to develop vocational competency in typewriting.

TYPING

First Semester 9, 10, 11, or 12

The first semester of typing is designed primarily to develop basic typewriting skill.

I. OBJECTIVES

The student will:

A. Demonstrate correct posture and position at the machine.

B. Demonstrate correct key stroking, operation of service keys, and other machine mechanisms.

C. Identify typewriter parts being used and describe function of each.

D. Demonstrate stroking speed on straight-copy and problem-copy material.

E. Demonstrate stroking accuracy on straight-copy and problem-copy material.

F. Compose at the typewriter; learn to think and type simultaneously.

G. Demonstrate automatization of the typewriter keyboard, including number and basic symbol keys. (No looking at hands, etc.)

H. Demonstrate ability to arrange problem copy: personal and business letters, simple tables, outlines, and short reports.

I. Demonstrate ability to center simple memorandums and announcements.

J. Demonstrate ability to space properly before and after punctuation marks, the typing of numbers, and capitalization.

K. Demonstrate proofreading ability.

L. Demonstrate proper typewriter care, including ribbon changing.

M. Exhibit desirable personal qualities and attitudes.

II. UNITS--TOPICAL OUTLINE

A. Machine manipulation of letters, numbers, service keys, and machine parts as needed.

B. Proper stroking techniques and posture.

C. Straight copy typewriting of sentences and paragraphs.

D. Proofreading--proofreader's marks and error correction.

E. Centering skills--horizontal, vertical, reading position.

F. Problem applications:

1. Outlines
2. Envelopes and cards
3. Businsss letters

   a. Placement and styles
   b. Half-sheet
4. Tabulation--tables and columnar headings
5. Script and rough draft typewriting
6. Report typing--one-page reports, unbound manuscript, footnotes, and title page

G. Production Typewriting

1. Business letters
2. Tabulation
3. Non-typewriting skills--inserting and removing paper and correcting errors

H. Typewriter care--cleaning and changing ribbons

III. TEACHING METHODS

An effective method of teaching typing combines the whole and the part method permitting the teacher to use that which is better adapted, more effective and practical for the particular skill to be learned.

Each lesson should present a variety of practice material to hold the studens' interest. Students should be actually typing at least 80 percent of the time they are in class.

A. Teacher demonstrations should be used from the first day and extend throughout the entire course. Show how to type using a demonstration typewriter as well as an overhead projector.

B. The teacher must observe the techniques of the students and give individual assistance as needed.

C. Use a variety of posters, displays, charts, graphs, and bulletin boards to arouse interest in typing and techniques.

D. Specific, well-directed speed and control development should take place throughout the semester. Drills, with well defined goals, should be used frequently to develop accuracy and speed.

E. Since students should be motivated from within, be sure students:

1. Know reason for requests for task performance.
2. Recognize, through rapid feedback, how well they are progressing toward goal of the task.
3. Are helped to recognize corrective procedures necessary to insure success.
4. Recognize that the teacher is sincerely interested and concerned in helping them to do better.

F. Keep practice efforts for skill improvement short, intense, and teacher directed.

G. Lecture as needed.

H. Teach machine parts as needed.

I. Composing at the typewriter beginning with words, phrases, etc.

J. Refer to appropriate teachers' manuals.

IV. EVALUATION, PERFORMANCE STANDARDS, TESTING, AND GRADING

Grading standards should be consistent with instructional objectives. Keeping in mind the importance of posture, position, keystroking techniques, and keyboard mastery, the following grading standards may be appropriate:

First Semester	Percent of Grade
Techniques	20
Basic Skill Competencies	30
Production and Information Tests	30
Daily Assignments	10
Work Habits and Attitudes	10

Suggested grading scale for straight-copy writings for three minutes with three error limit.

GWAM	GRADE
40-up	A
35-39	B
30-34	C
25-29	D

TYPING

Second Semester 9, 10, 11, or 12

Second semester typing is designed to further develop, improve, and refine typing techniques and basic skills.

I. OBJECTIVES

In addition to objectives for first semester typing, students will be able to:

A. Demonstrate complete automatization of the keyboard, including numbers, symbols, and service keys.

B. Demonstrate ability to arrange problem copy: Mailable personal business letters, including corrected carbon copies, envelopes, postal and index cards, tabulations, manuscripts, outlines, and other forms of business papers with vertical and horizontal centering.

C. Demonstrate use of punctuation forms and the proper method of typing titles for books, magazines, and articles.

D. Demonstrate ability to fill in simple printed forms using the typewriter.

E. Demonstrate ability to type forms involved in applying for a position.

F. Refine all special learnings introduced in the first semester of typing.

G. Extend their knowledge of manuscript typing skills by learning to type left-bound manuscripts, side headings, and longer and more complex tables.

H. Develop self-evaluation skills in basic skill competency.

I. Demonstrate mastery of the techniques of proofreading and correcting errors.

II. UNITS--TOPICAL OUTLINE

A. Machine manipulation of letters, numbers, service keys, and machine parts.

B. Straight copy typewriting of sentences and paragraphs.

C. Proofreading--proofreader's marks, error correction, punctuation, and word division

D. Centering Skills--horizontal, vertical, spread headings

E. Problem Applications

1. Outlines
2. Envelopes, postal cards, index cards, inter-office communications
3. Business letters
   a. Placement and styles
   b. Two page, half-sheet, etc.
   c. Carbon copies
4. Tabulation--tables, columnar headings, ruled and boxed charts
5. Statistical typewriting
6. Script and rough draft typewriting; composition at the typewriter
7. Manuscript typewriting, left- and top-bound styles, tables of content, bibliographies.
8. Employment--application forms and personal data sheets

F. Production typewriting

1. Business letters with carbon copies and envelopes
2. Tables
3. Manuscript reports
4. Non-typewriting skills--inserting and removing paper and carbon packs, correcting errors, arranging supplies, etc.

G. Typewriter care--cleaning and changing ribbons

III. TEACHING METHODS

In addition to teaching methods described for first semester typing, it is suggested that the teacher:

A. Continue to demonstrate proper techniques at the keyboard followed by student emulation with repeat practice sessions if necessary.

B. Insist on proper posture, position, and machine manipulation standards as well as the fact that total attention must be focused on the material to be typed.

C. Keep all practice moving briskly to encourage good habits and vary the practice and drills to stimulate interest.

D. Continue to observe students and offer individualized help where needed.

E. Establish error boundaries within which students are expected to perform.

F. Allow students as much time to proofread assignments as it took them to type them (timed writings and production).

G. Offer verbal and written encouragement to students and use fewer grades.

H. Refer to teacher's manual.

IV. EVALUATION, PERFORMANCE STANDARDS, TESTING AND GRADING

Grading standards should be consistent with instructional objectives. Keeping in mind the importance of basic skills and techniques evaluated in the first semester of typing, the following grading standards may be appropriate for the second semester:

Second Semester	Percent of Grade
Techniques	10
Basic Skill Competencies	30
Production and Information Tests	40
Daily Assignments	10
Work Habits and Attitudes	10

Suggested grading scale for straight-copy writings for five minutes with five error limit:

GWAM	GRADE
50-up	A
45-49	B
35-44	C
30-34	D

TYPING

Third Semester 10, 11, or 12

Second semester typing is a prerequisite

Third semester typing is designed to develop ability in typing for vocational use and in applying these skills to practical office situations. This class builds upon those previously acquired knowledges and skills in the first year of typing in order to refine students' skills and to prepare students for office skills.

I. OBJECTIVES

The student will:

A. Develop manipulative skill and techniques in the operation and care of electric typewriters.

B. Review and strengthen important related learnings of typing as an index of what should be taught or given early emphasis, such as word division, number guides, spelling, capitalization guides and other elements of technical English.

C. Drive for increased speed and accuracy through straight-copy and production writing with periodic checks of skillful use of basic techniques.

D. Demonstrate good work habits that are important to success in business activities and to evolve orderly procedures for handling routines.

E. Demonstrate consistency in number and symbol typing with an awareness of the necessity for complete accuracy to meet the standards of clerical and automation activities.

F. Increase sustained production skill in typing mailable letters on regular and special size stationery; tabulated reports with rulings, grouped data and notes; special communications; letters with tables; and selected business forms; envelopes, carbon copies and enclosures.

G. Demonstrate skill in duplicating, including preparation of stencils, masters for spirit duplicators, models for photocopies and multiple copies.

H. Compose usable copy directly at the typewriter and achieve alertness through correct-it-as-you-type and rough draft activities.

I. Erase neatly, crowd and spread letters, align materials and proofread materials.

J. Effectively organize and type outlines, manuscripts with footnotes, title pages, tables of contents, bibliographies and business report forms.

K. Demonstrate competency in punctuation, capitalization, expressions of quantities and measures, spacing, letter styles, and business forms.

L. Exhibit personal qualities of neatness, promptness, dependability, cooperation, accuracy, self-control, and willingness to complete a task correctly.

M. Proofread accurately and correct errors in such a manner that materials would be mailable.

II. UNITS--TOPICAL OUTLINE

A. Improvement of speed with accuracy by intensive drills.

B. Review and strengthen important related learnings of previous semester.

C. Power building in typing business correspondence with a variety of special arrangement problems.

D. Arrangement of tabulated reports in various styles.

E. Use and preparation of selected business forms.

F. Development of speed in the typing of numbers and symbols.

G. Composition of manuscripts and letters at the typewriter.

H. Report typing including legal documents and business reports.

I. Mailable letters from both direct dictation and correct-as-you-type letters.

J. Duplicating processes.

1. Stencils
2. Master copies for spirit duplicators
3. Master copies for off-set duplicators
4. Multiple carbons

K. Proofreading and making corrections.

L. Short cuts in office typing.

M. Care of the typewriter.

N. Completion of an office practice set, especially where the third semester is a terminal course.

III. TEACHING METHODS

A. Correct techniques should be emphasized at all times.

B. Speed and accuracy should be built by providing opportunity for daily practice.

C. A speed chart may be posted if it serves to motivate good practice.

D. Following oral and written instructions should be stressed.

E. Typewriter dictation should have a planned program to proceed from the simple to the complex by beginning with short phrases and progressing to complete sentences, paragraphs, short letters, and eventually to long letters.

F. Students should be informed that the usage presented in the typewriting class may be one of many acceptable forms. The teacher must provide for adaptability in the class as would be found in the business office. Students could supply a collection of actual business letters to identify different ways of typing business letters.

G. Desirable office traits such as business ethics, office deportment, personality and cooperative attitudes may be developed by classroom situations, guest speakers and self-evaluation.

H. Proofreading skills should be refined.

I. Showing films and filmstrips can be a good motivational device if the presentation is planned, organized and a follow-through for the students to practice what the film has presented. After seeing a film, the students should compose a typewritten evaluation.

J. Office practice sets can be used during the last nine-week period, along with straight copy and production timings.

K. If the greatest good is to come to each student in typewriting, individual differences should be recognized and adequate adjustments made. Students, not classes, should be taught.

IV. EVALUATION, STANDARDS OF PERFORMANCE, TESTING AND GRADING

Grading standards should be consistent with instructional objectives. Since the major purpose of the third semester of typewriting is to develop a high degree of skill in office-type production work, the following grading standards may be appropriate:

Third Semester	Percent of Grade
Techniques	10
Production and information tests	40
Basic Skills; speed and accuracy	20
Work submitted	20
Work habits and attitudes, including care of work area	10

Typing speed (with error limit; average of three best five-minute timings with five errors) may be graded as follows:

GWAM	GRADE
55-up	A
50-54	B
40-49	C
34-39	D

TYPING

Fourth Semester 10, 11, or 12

Fourth semester typing is designed to enable students to improve basic and production skills under intensive time pressure. Research studies show that (with exceedingly rare exceptions) all office workers must be able to type and, hopefully, to type well. High levels of typing skill should, therefore, be developed.

I. OBJECTIVES

The student will:

A. Increase speed and accuracy on straight, script, rough-draft, and statistical copy.

B. Improve transfer of straight copy skill to the typing of script, rough-draft, and statistical copy.

C. Increase ability to type various business forms, reports, and tabulations.

D. Improve skills in typing most common form of business letters.

E. Improve "table-typing" skills.

F. Enlarge knowledge of typical typing tasks found in business through realistic practice of simulated activities:

1. Compose and type instructions.
2. Type and alphabetize file cards.
3. Prepare and address folder labels.
4. Type an itinerary from a worksheet.
5. Type special bulletins and rosters.
6. Type financial reports.
7. Compose and type interoffice memorandums, speeches, and agendas
8. Plan and organize work so as to be able to locate necessary information from a variety of sources.

G. Develop an appreciation for the art of reprographics.

H. Become familiar with the common methods of copy reproduction used in business--spirit master, mimeograph stencil, and photo copier.

I. Type a two-page technical letter.

J. Type legal documents.

K. Type medical forms.

II. UNITS--TOPICAL OUTLINE

A. Improvement of speed and accuracy by intensive drills.

B. Review and strengthen related learnings from third semester typing.

C. Production skill building through intensive practice problems.

D. Functional office simulations

1. Index and postal cards
2. Tables
3. Itinerary forms
4. Invoice and purchase orders
5. Interoffice memorandums
6. Special letterheads

E. Specialized office simulations

1. Legal size paper
2. Special forms
3. Work completion records

F. Reprographics

1. Spirit duplication
2. Stencil duplication
3. Photo copiers

G. Proofreading

1. Paper bail method
2. Fellow worker (student)

III. TEACHING METHODS

In addition to methods stressed for third semester typing, the teacher should:

A. Maintain a businesslike atmosphere in the classroom.

B. Insist that work be done with a minimum of supervision and that resources be used before asking supervisor.

C. Encourage students to plan and organize work before beginning task.

D. Stress need for accurate proofreading--correct or retype.

E. Encourage students to use their own initiative and judgment to evaluate work according to correctness and neatness.

F. Administer performance pretests to determine present ability on production exercises and information tests to determine present knowledge of typewriting related information and use the two tests as basis for determining remedial exercises.

G. Accept only that work which is satisfactory as measured by office standards.

H. Teach and drill on practice set problems to increase production ability before performing the final practice set task.

I. Relate the tasks insofar as possible to be performed to typing and stenographic duties performed in the community.

IV. EVALUATION, PERFORMANCE, STANDARDS, TESTING AND GRADING

Since this is a capstone course in typewriting, evaluation should be directed toward the mailable or acceptable product.

Fourth Semester	Percent of Grade
Techniques	10
Production and information tests	40
Basic Skills; speed and accuracy	20
Work submitted	20
Work habits and attitudes, including care of work area	10

Typing speed (with error limit; average of three best five-minute timings with five errors) may be graded as follows:

GWAM	GRADE
60-up	A
56-59	B
49-55	C
44-48	D

V. TEXTBOOKS AND REFERENCES

Current materials may be obtained by contacting the following publishers: (Including booklets, periodicals, journals, and monographs.)

South-Western Publishing Company

Allyn and Bacon Company

Gregg/McGraw-Hill

VI. AUDIO-VISUAL AIDS

A current list of films, filmstrips, tapes, records, transparencies, opaque projectors, charts, models, etc., are obtainable from the following publishers:

Business Education Films

Teaching Aids Exchange

A.B. Dick Products Company

South-Western Publishing Company

Houghton-Mifflin

IBM, Film Activities

Educators Progress Service

Gregg/McGraw-Hill

Teaching Aids, Inc.

American Book Company

Association Films, Inc.

VII. EQUIPMENT AND SUPPLIES

Equipment necessary for the best instruction in typewriting would consist of:

A. Adjustable swivel posture chairs.

B. L-shaped adjustable desks or tables about 20" x 40" in size with adjustable heights of 27" to 32" with open space for storing books.

C. Electric typewriters (almost totally elite type) with about five extra machines. (Recommend not over 30 stations in room.)

D. Other Equipment

1. Movable, adjustable demonstration stand with typewriter.
2. Chalkboards, bulletin boards, and wall charts.
3. Copyholders.
4. Interval timer and stop watch.
5. Storage cabinet with lock.
6. Tape recorder and cassettes (phonograph and records).
7. Letter trays and work table.
8. Unabridged dictionary on stand, 20,000 words, and/or dictionaries.
9. Visitor's chair.
10. Overhead projector and screen.
11. Sink, soap and towels.
12. Ditto machine and stencil duplicator.
13. Slide and film projector should be available.
14. Controlled reader or tachistoscope.

E. Supplies

1. Textbooks should be available for each work station.
2. Large wall calendars.
3. Pencil sharpener.
4. Waste basket.
5. Staplers and supplies, scissors, and paper cutter.
6. Typing paper, letterhead, carbon paper, onionskin, and other business forms.
7. Envelopes of various sizes.
8. File folders.
9. Stencils and master sets, correction fluid, duplicator paper, styli.
10. Erasers, typewriter and soft.
11. Paper clips, rubber bands, thumb tacks, cello tape, razor blades.
12. Typewriter cleaning supplies.

VIII. LAYOUT AND FACILITIES

The typing room should be adjacent to the other business education rooms. It should be one and one-half the size of a standard classroom. It should contain approximately 1,000 to 1,440 square feet and be about 30 x 40 feet. There should be double electric outlets by each desk and a master switch. The room should be accoustically treated. Adequate storage space should be provided including shelves. Chalkboards should be on two walls. Lavatory facilities should be provided. Typing tables should be arranged so that the instructor can walk by each student's desk. There should be drapes to darken the classroom for films. If possible, the typing room should be on the first floor. Try various room arrangements, such as clusters, desks all facing center, and circular arrangement.

Special accommodations may have to be made for physically impaired persons.

WORD PROCESSING

One Semester Grade 12

This course is designed to acquaint students with the concept and vocabulary of word processing and the types of job opportunities available. The students will have an opportunity to gain skill requirements for entry-level positions in word processing centers. This course may be offered as a separate course or offered as a unit in secretarial/clerical procedures or advanced typing classes. (Electronic equipment is recommended, but this course can be taught with standard equipment found in most high schools.)

I. OBJECTIVES

The student will:

A. Become acquainted with the modern office environment in which the word processing concept is utilized.

B. Understand the career laddering concept in word processing systems.

C. Review the basic communications skills.

D. Develop basic skills and effective techniques in operating and maintaining machine transcribing units.

E. Develop entry-level machine transcription skills using an electronic keyboard.

F. Become familiar with the major types and brands of word processing equipment and supplies.

G. Develop the ability to complete an integrated project that includes keyboarding, transcribing, editing, and revising documents.

H. Develop an appreciation for and a knowledge of the potential for increased production capabilities offered by using word processing equipment.

I. Develop the ability to apply keyboarding and decision-making skills to a variety of business communications.

J. Become aware of the word processing cycle from input to storage.

K. Appreciate computer technology as word processing and data processing systems merge to provide increased productivity in the modern office.

L. Develop desirable work habits, including work station management, punctuality, care of equipment, etc.

M. Demonstrate an ability to understand and follow verbal and written directions.

N. Become familiar with the common terms used in word processing.

II. UNITS--TOPICAL OUTLINE

A. An overview of the modern office.

1. Traditional office problems.

2. Administrative services.

a. Data processing.
b. Word processing.

c. Records management.
d. Reprographics.
e. In-service education.
f. Systems analysis.
g. Secretarial and clerical services.

3. Modern office trends.

a. Application of the science of ergonomics.
b. Project team approach to work accomplishment.
c. Improving individual work stations.
d. Datanomics (Automation and technology applied to offices: micrographics, electronic mail, minicomputers, etc.)
e. Word processing as an administrative support concept.
f. MIS--management information systems.
g. Organization-wide records management programs.
h. Management attention to the potential for increasing personal and group productivity--"humanize the work place".

B. Introduction to Word Processing.

1. Definition of word processing and the vocabulary used.

2. Applications of word processing--straight repetitive copy, repetitive variable copy, etc.

3. Skill requirements for entry-level word processing center employees.

a. 100 six-inch lines per hour minimum.
b. Communication skills.
c. Other.

4. Career ladder potential.

a. Word processing specialist.
b. Proofreader/process control coordinator.
c. Clerk messenger.
d. Administrative specialist.
e. Supervisor, correspondence center.
f. Supervisor, administrative support center.
g. Manager, word processing.
h. Vice-president administrative services.

5. Principles supporting word processing.

a. Staffing based on measured workload.
b. Division of work.
c. Professional supervision.
d. Performance output measurement, work standards.
e. Controlled flexibility.

6. Advantages of word processing.

   a. Increased productivity.
   b. Reduced document costs.
   c. Reduced time.
   d. Generates higher quality typed documents.
   e. Gives businesses management control over document processing.

   Disadvantages of word processing.

   a. Lack of trained personnel and standard procedures may result in lower quality documents and slow turnaround time.
   b. Word processing centers are usually centrally located any may be inconvenient to use.

7. Word processing cycle.

   a. Input.
   b. Output.
   c. Throughput (revisions).
   d. Distribution.
   e. Storage.

8. Word processing office environment.

   a. Office landscaping--sound, lighting, ventilation, etc.
   b. "Humanizing" the work place.

9. Word processing equipment.

   a. Standalone--mechanical and visual text-editing equipment.
   b. Cluster--shared logic, microprocessors, minicomputers, distributed logic.
   c. Communicating typewriters.
   d. Dictation equipment--portable, desk top, centralized.

10. Word processing media (discrete, endless loop, etc.)

B. Communication skills.

1. Grammar.

2. Punctuation.

3. Spelling/word choice.

4. Number usage.

5. Word division.

6. Proofreading/editing.

C. Transcription skills on electric/electronic keyboards.

1. Learn to operate a transcribing machine.

2. Learn to "listen to earfuls"--look, listen, type.

3. Learn to operate automatic typewriters (if available) by knowing and using the following functions:
   - memory
   - storage and retrieval
   - random access storage and retrieval
   - deleting and revising material
   - decentralized input
   - tabulation and coded tabulation
   - automatic centering and underscoring
   - error correction
   - search and merge
   - code/index
   - clearing memory
   - other advanced functions.

III. TEACHING METHODS

A. Demonstrate use of transcription units and electronic typewriter.

B. Invite a guest speaker from a word processing center.

C. Take a field trip to a word processing center. Observe physical layout, types of equipment being used, and tasks being performed.

D. Assume an office atmosphere in the classroom.

E. Utilize the rotation plan depending upon the amount of equipment available.

F. Reporting by students of equipment and systems.

G. Require full block style letter and 6-inch line.

H. Survey community to determine progress of word processing locally and the demand for word processing locally.

I. Emphasize grammar, proofreading, spelling, and format.

J. Require students to use standard proofread marks.

K. Write procedures manuals to assist orginators and transcribers.

L. Ask students to bring newspaper ads regarding word processing positions for class discussion.

NOTE: Training on automatic typewriters is desirable but not essential. Realistic simulation can be established by using electric typewriters and dictation equipment.

IV. EVALUATION, STANDARDS OF PERFORMANCE, TESTING, AND GRADING

The following guidelines may be utilized to determine the student's performance:

A. Students should be evaluated over word processing concepts through short, frequent tests.

B. Students will learn vocabulary terms with a high degree of accuracy.

C. Grammar, punctuation, and proofreading tests should be completed with a high degree of accuracy.

D. Students should demonstrate proficiency in machine transcription.

E. Students should demonstrate cooperation, dependability, punctuality, and other "people skills" revealing good business attitudes.

F. Students production should be measured by lines per hours. Minimum entry-level standards are 100 lines per hour.

NOTE: Entry level skills require approximately 16 hours on machine transcription and 90 hours on text-editing equipment (sixteen weeks).

V. TEXTBOOKS AND REFERENCES

AMACOM Publication, American Management Association
Benjamin Cummings Publishing Company
Bobbs-Merrill Company
Dartnell Company
Harcourt, Brace, Jovanovich
Harper and Row
International Word Processing Association
John Wiley and Sons, Inc.
Office Publications, Inc.
Prentice-Hall, Inc.
South-Western Publishing Company
Gregg McGraw-Hill

Association Addresses

Word Processing Society of the Northwest, Tempo Type, 424 Third West, Seattle, WA 98119

American Word Processing Association, Box 16267, Lansing, MI 48901

VI. AUDIO-VISUAL AIDS

Information Management Corporation
International Business Machines
Xerox Corporation
Media Systems Corporation (Harcourt, Brace, Jovanovich, Inc.)

VII. EQUIPMENT AND SUPPLIES

Adjustable L-shaped desks and chairs
Electric typewriters
Correcting typewriters
Automatic text-editing typewriters
Dictation/transcription machines
Cassettes for transcription and dictation practice
Overhead projector
16 mm projector
Slide projector
Supplies cabinet
Curtains

VIII. LAYOUT AND FACILITIES

A. Sound deadening treatment of ceiling, walls, and floors.

B. Preferably a first-floor room for ease in transporting equipment.

C. Proper ventilation and lighting.

D. Adequate electrical outlets for each machine being used or every student work station.

E. Master cut-off switch for electrical outlets.

PUBLISHERS, DISTRIBUTORS, AND SUPPLIERS

Aetna Life Affiliated Companies, Information and Education Department, 151 Farmington Avenue, Hartford, CT 06115

AFL-CIO Film Library, 815 16th Street, N.W., Washington, DC 20006

Allyn & Bacon, Inc., 470 Atlantic Avenue, Boston, MA 02110

AMACOM Publications, American Management Association, 135 W. 50th Street, New York, NY 10020

American Bankers Association, 1120 Connecticut Avenue, N.W., Washington, DC 20036

American Bar Association, 1155 East 60 Street, Chicago, IL 60637

American Book Company, 450 W 33rd Street, New York, NY 10001

American Council of Life Insurance, Education and Community Services, 1850 K Street, N.W., Washington, DC 20006

American Economic Foundation, 51 East 42nd Street, New York, NY 10017

American Institute of Certified Public Accountants, 666 Fifth Avenue, New York, NY 10019

American Records Management Association, 738 Builders Exchange, Minneapolis, MN 55402

American Telephone and Telegraph Company, 195 Broadway, New York, NY 10007

American Word Processing Association, Box 16267, Lansing, MI 48901

Association Films, Inc., 866 Third Avenue, New York, NY 10022

Association-Sterling Films, 866 Third Avenue, New York, NY 10022

Audio-Visual Associates, 2161 Milburn Avenue, Baldwin, NY 11512

Audio-Visual Instruction, 131 Coliseum, Corvallis, OR 97331

Bailey Film Associates, 6509 DeLongpre Avenue, Hollywood, CA 90028

Barnes and Nobel, Harper and Rowe Publishers, Inc., 6375 Clark Avenue, Suite 102, Dublin, CA 94566

Benjamin/Cummings Publishing Company, Inc., Reading, MA 01867

BFA Educational Media, 2211 Michigan Avenue, Santa Monica, CA 90404

Bobbs-Merrill Educational Publishing, 4300 West 62nd Street, P O Box 7080, Indianapolis, IN 46206

Business Education Films, 7820 20th Avenue, Brooklyn, NY 11214

Business Teaching Aids, P O Box 189, Sharpsburg, NC 27878

Career Aids, Inc., 8950 Lurline Avenue, Dept. J23, Chatsworth, CA 91311

Career Institute, 555 East Lange Street, Mundelein, IL 60060

Careers Materials, P O Box 4, Belmont, CA 94002

Chamber of Commerce of the United States, Audio Visual Department, 1615 H Street, N.W., Washington, DC 20026

Changing Times, Education Services Division, EMC Corporation, 180 East 6th Street, Saint Paul, MN 55101

Citibank, Economics Department, 399 Park Avenue, New York, NY 10022

Chase Manhattan Bank, The, Public Relations Division, Chase Manhattan Plaza, New York, NY 10015

City College of New York, 17 Lexington Avenue, New York, NY 10010

Colonial Films, 752 Spring Street, N.W., Atlanta, GA 30308

Consumer Information Center, Pueblo, CO 81009

Consumer Survival Kit, P O Box 1977, Owing Mills, MD 21117

Consumers Union, Education Division, 256 Washington Street, Mount Vernon, NY 10550

Coronet Instructional Films, 65 South Water Street, Chicago, IL 60605

Cram, George F., Co., Inc., 730 E Washington Street, Indianapolis, IN 46207

Current Affairs Films, 24 Danbury Road, Wilton, CT 06897

Curriculum Materials Corporation, 1319 Vine Street, Philadelphia, PA 19107

Dartnell Corporation, 4660 Ravenwood, Chicago, IL 60640

Dick, A. B., Products Company, Touhy Avenue, Chicago, IL 60648

Dictaphone Corporation, 120 Post Road, Rye, NY 10580

Dictation Disc Co., 240 Madison Avenue, New York, NY 10016

Didactic Systems, Inc., Box 4, Cranford, NJ 07016

Ditto, Inc., Harrison at Oakley Blvd., Chicago, IL 60612

Pat Dowling Pictures, 1056 South Robertson Blvd., Los Angeles, CA 90036

Educational Progress Service, Imperial Educational Resources, Division of Educational Development Corp., 4900 S. Lewis, Tulsa, OK 74145

Educators Progress Service, Inc., 214 Center Street, Randolph, WI 53956

Educational Service Bureau, Dow Jones and Co., Inc., P O Box 300, Princeton, NJ 08540

Educational Service, Inc., Box 219, Stevensville, MI 49127

Encyclopedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, IL 60091

Federal Reserve Bank of New York, Public Information Dept., 33 Liberty Street, New York, NY 10045

Federal Trade Commission, Office of Public Information, Washington, DC 20580

Films, Inc., 1144 Wilmette, Wilmette, IL 60091

Ford Motor Company, Film Library, The American Road, Dearborn, MI 48121

Forkner Publishing Company, 106 Morningside Drive, New York, NY 10027

General Electric Foundation, 1285 Boston Ave., Bridgeport, CT 06602

General Electric, Training and Educational Programs, Building 23, Roo, 288, Box D1, One River Road, Schenectady, NY 12345

Ginn and Company, 191 Spring Street, Lexington, MA 02173

Glencoe Publishing Company, Inc., 17337 Ventura Blvd., Encinco, CA 91316

Gregg/McGraw-Hill Book Co., 8171 Redwood Highway, Novato, CA 94947

Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, NY 10017

Harris-Tuchman Sales Aids Company, 751 North Highland Ave., Hollywood, CA 90038

Heath, D. C., and Co., 285 Columbus Ave., Boston, MA 02116

Highway Safety Foundation, Inc., 890 Hollywood Lane, P O Box 3563, Mansfield, OH 44907

Holt, Rinehart & Winston, Inc., Crocker Park Box 34400, San Francisco, CA 94134

Houghton Mifflin Company, One Beacon Street, Boston, MA 02107

Household Finance Corporation, Prudential Plaza, Chicago, IL 60601

Information Management Corp., 1220 Winford Avenue, Green Bay, WI 54306

Indiana University, Audio Visual Center, Bloomington, IN 47401

Institute of Life Insurance, 277 Park Avenue, New York, NY 10017

Internal Revenue, Bureau of, Department of Treasury, Washington, DC 20220

International Business Machines Corp., 590 Madison Avenue, New York, NY 10022

International Film Bureau, Inc., 332 South Michigan Avenue, Chicago, IL 60604

International Word Processing Association, 1015 North York Road, Willow Grove, PA 19090

Irwin, Richard D., Inc., 1818 Ridge Road, Homewood, IL 60430

Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036

Laidlaw Brothers, Thatcher & Madison Streets, River Forest, IL 60305

MacMillan Publishing Co., Inc., 866 Third Avenue, New York, NY 10022

McGraw-Hill, Inc., 1221 Avenue of the Americas, New York, NY 10020

Merrill, Charles, E., Publishing Co., 1300 Alum Creek Drive, Columbus, OH 43216

Milady Publishing Corp., 3839 White Plains Road, Bronx, NY 10467

Milliken Publishing Co., 1100 Research Blvd., St. Louis, MO 63132

Modern Talking Pictures, 2323 New Hyde Park Road, New Hyde Park, NY 11040

Montana State Audio-Visual Library, Office of Public Instruction, Helena, MT 59601

National Association of Manufacturers, 277 Park Avenue, New York, NY 10017

National Audio-Visual Center, General Service Administration, Washington, DC 20409

National Book Company, 333 SW Park Avenue, Portland, OR 97205

National Education Television, Inc., Indiana University, Bloomington, IN 47401

National Film Board of Canada, 1251 Avenue of the Americas, New York, NY 10020

National Industrial Conference Board, Inc., 845 Third Avenue, New York, NY 10022

National Information Center for Educational Media, University of Southern California, University Park, Los Angeles, CA 90007

National Instructional Systems, Inc., P O Box 1177, Huntington Beach, CA 92647

National Instructional Television Library, Box A, 11 W 17th Street, Bloomington, IN 47401

New York Life Insurance Co., Public Relations Dept., Box 51, Madison Square Station, New York, NY 10038

Pitman/Laidlaw Brothers, Thatcher and Madison Streets, River Forest, IL 60305

Pitman Learning, Inc., 6 Davis Drive, Belmont, CA 94002

Pitman Publishing Co., 20 East 46 Street, New York, NY 10017

Pitney Bowes, Walnut and Pacific Streets, Stamford, CT 06904

Post Office (local)

Prentice-Hall, Inc., Englewood Cliffs, NJ 07632

Prentice-Hall Media, ServCode CV, 150 White Plains Road, Tarrytown, NY 10591

Prudential Insurance Company of America, Prudential Plaza, P O Box 36, Newark, NJ 07101

Putnam's, G. P., Sons, 200 Madison Ave., New York, NY 10016

Reader's Digest Association, Inc., Pleasantville, NY 10570

Reinforcement Learning, Inc., Macksoud Educational Productions, 87 Dimmig Road, Upper Saddle River, NJ 07458

Reston Publishing Company, Reston, VA 22070

Rowe, H. M., Company, 624 N. Gilmore Street, Baltimore, MD 21217

Science Research Associates, Inc., 1540 Page Mill Road, P O Box 10021, Palo Alto, CA 94303

Scott, Foresman & Co., 1900 Lake Avenue, Glenview, IL 60025

Singer/SVE, 1520 Cotner Avenue, Los Angeles, CA 90021

Society for Visual Education, Inc., A Division of the Singer Company, 1345 Diversey Parkway, Chicago, IL 60614

South-Western Publishing Co., 855 California Avenue, Palo Alto, CA 94304

Sperry-Rand Corporation, 1290 Avenue of the Americas, New York, NY 10017

Superintendent of Documents, U S Government Printing Office, Washington, DC 20402

Taylor Films, 609 S. Elam, Greensboro, NC 27408

Teaching Aides Exchange, 307 South B Street, San Mateo, CA 94401

Teaching Aids, Inc., P O Box 3527, Long Beach, CA 90803

Teaching Resources Films, 2 Kisco Place, Mount Kisco, NY 10549

Telephone System (local)

3-M Company, Ray Morgan Company, 554 Rio Linda Avenue, Chico, CA 95926

Unigraph, P O Box 24287, Seattle, WA 98124

United Transparencies, Inc., P O Box 688, Binghamton, NY 13902

University of California/Berkeley, Extension Media Center, 2223 Fulton Street, Berkeley, CA 94720

University of Michigan, Audio Visual Education Center, 416 Fourth Street, Ann Arbor, MI 48103

University of Southern California, Division of Cinema Film Distribution Section, University Park, Los Angeles, CA 90007

Wadsworth Publishing Co., 10 Davis Drive, Belmont, CA 94002

Walch, J. Weston, Box 658 Main Post Office, Portland, ME 04104

Wiley, John, & Sons, Inc., 605 Third Avenue, New York, NY 10021

Walt Disney Educational Media Company, 500 South Buena Vista Street, Burbank, CA 91521

Western Tape, P O Box 69, Mountain View, CA 94042

Willard, Frank, Productions, 1842 Briarwood Road, N.E., Atlanta, GA 30329

Xerox Corporation, 245 Long Hill Road, Middletown, CT 06457

PERIODICALS

Administrative Management, Geyer-McAllister Publications, Inc., 51 Madison Avenue, New York, NY 10010

Balance Sheet, South-Western Publishing Co., 855 California Avenue, Palo Alto, CA 94304

Business Education Forum, NBEA, 1914 Association Drive, Reston, VA 22091

Business Education World, Gregg/McGraw-Hill, 8171 Redwood Highway, Novato, CA 94947

Business Exchange, Houghton Mifflin Co., One Beacon Street, Boston, MA 02107

Business Management, 22 West Putnam Avenue, Greenwich, CT 06830

Business Periodical Index, 950 University Avenue, New York, NY 10452

Century 21 Reporter, South-Western Publishing Co., 855 California Avenue, Palo Alto, CA 94304

Creative Computing, Press Box 789-M, Morristown, NJ 07960

Datamation, Circulation Department, 35 Mason Street, Greenwich, CT 06830

Forum, The, The Academy of Computer Education, The Forum Division, P O Box 415, Lansdale, PA 19446

Journal of Business Education, The, 4000 Albermarle Street, N.W., Washington, DC 20016

Journal of Systems Management, Association of Systems Management, 24587 Bagley Road, Cleveland, OH 44138

Modern Office Technology, P O Box 95759, Cleveland, OH 44101

Office, The, Office Publications, Inc., 1200 Summer Street, Stamford, CT 06904

Office Products News, United Technical Publications, Inc., 645 Stewart Avenue, Garden City, NY 11530

Personal Computing, Hyden Publishing Co., Inc., 50 Essex Street, Rochelle Park, NJ 07662

Secretary, The, 2440 Pershing Road, Suite G-10, Kansas City, MO 64108

Today's Office, 645 Stewart Avenue, Garden City, NY 11530

Word, The, Word Processing Society, Inc., P O Box 92553, Milwaukee, WI 53202

Word Processing World, Geyer-McAllister Publishing, Inc., 51 Madison Avenue, New York, NY 10010

Words, International Word Processing Assoc., 1015 North York Road, Willow Grove, PA 19090

Working Woman, Hal Publications, Inc., 1180 Avenue of the Americas, New York, NY 10036

VocEd, American Vocational Association, 2020 N. 14th Street, Arlington, VA 22201